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ABSTRACT

School/site-based management requires shifting the initiative in public schools from legislators, school boards, superintendents, central administrative offices, and unions, to individual schools. The purpose of school/site-based management is to increase student achievement and success by making those closest to the delivery of educational services--teachers and principals--more independently responsible and accountable, and giving them appropriate authority for results. The following are cited as the eight correlates of school/site-based management: (1) statement of purpose; (2) policy development for school/site-based management; (3) school/site-based team management membership; (4) roles and relationships; (5) authority/decentralization of authority; (6) decision-making process; (7) mapping areas of school/site-based management and decision-making; and (8) school/site-based evaluation and refinement. Within sections for each correlate are a variety of items, including worksheets and examples from schools and educational organizations. (MLF)

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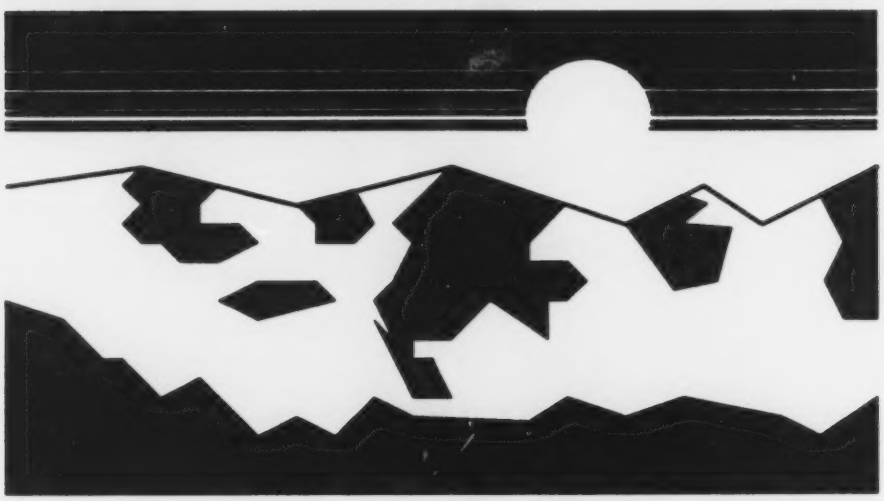
ED344298

# A Working Handbook for Implementing the Eight Correlates of School/Site-Based Management



By: Dr. Donald D. Covey

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*Since 1985*

***Reaching New Heights In School/Site-Based Management***

EA 023 864



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# A WORKING HANDBOOK

# FOR

# IMPLEMENTING THE EIGHT CORRELATES

# OF

# SCHOOL/SITE-BASED MANAGEMENT©

BY

DONALD D. COVEY

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## DEDICATION

This Working Handbook for Implementing the Eight Correlates of School/Site-Based Management© is dedicated to:

> The "Starfish Children" and to those who are the caring individuals who make a difference in the lives of all children.

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## ACKNOWLEDGMENTS

A debt of gratitude is extended to many people--legislators, school governing board members, parents, patrons, business and community representatives, students, administrators, teachers, union officials, and classified and educational support personnel. Particular acknowledgment is given to:

Dr. William Hall, Shirley Lockett, Mary Malm, Christopher Hoffman, Jeffrey King, Edna Doty, Sherrill Koopot, Dr. Donna Cranswick, John Stafford, Carl Hurlburt, Pam Eklund, Sharon Rosenthal, Debby Mendoza, Dr. Gwen Worthington, Kathy Tegarden, Lucy Carlson, Carolyn Davidson, David Hilliker, Charlotte Boyle, Nicholas Juliano, Dr. C. L. Hutchins, Dr. William Randall, Marge Covey, Nancy Piña-Gray, Dr. Lynn Davey, Micheline Bendotti, Kathryn Frankel, Dr. Barbara Randall, Steve Loomis, Virginia Wise, Joy Dare, Dr. Ray Golarz, Representative Bev Hermon, Senator Lela Alston, and Paul Hill.

## FOREWORD

Reaching new heights in school/site-based management is difficult! It is difficult because it requires a major paradigm shift from centralized control to decentralized--school/site control of educational program decisions. Like many other changes in organization and human behavior, the difficulty of decentralization is not an argument for rejecting the most significant process of restructuring public schools--the effective implementation of the Eight Correlates of School/Site-Based Management©.

There remains strong mitigating forces against implementing school/site-based management. School systems gradually became more centralized between the 1960's and 1980's as demands for compliance of legislative mandates, civil rights, federal program regulations, and union contracts increased.

Centralized controls, such as the following, are examples of the mitigating forces against school/site-based management:

- State and federal legislators had enacted laws which mandated "standardization" of not only "what" schools shall do, but also "how" schools should implement educational programs.

- Standardized monitoring of educational programs, which distinguished programs from one another, so as to "credit" the political parties who enacted them.

- Court litigations which had ordered sweeping changes in school services, funding, staffing, instructional methods and materials, and student attendance.

- Union contracts which had negotiated standard working conditions for all school/sites and resisted evaluation and compensation based on student performance.

- Job descriptions of federal, state, and local education officials which focused on standardizing and controlling school programs.

Additionally, the following circumstances have impeded the implementation of school/site-based management:

- Limited experience of governing board members, administrators and/or teachers who have any professional knowledge of operating schools under a decentralized governance.

- Using school/site-based management as a means to resolve labor-management issues and problem solving.

- Only declaring a "policy" of school/site-based management without plans for implementation.

- Lack of training and clarification of the roles, rules, relationships, and expected results of school/site-based management.

- Fear of loss of "control" by policy makers and implementors.

- Change!

School/site-based management may be the most significant change in the restructuring of public school reform. Governance of schools and the decision-making process is the "cement" which holds public schools and systems together. School/site-based management requires shifting the **initiative** in public schools from legislators, school boards, superintendents, central administrative offices, and unions to individual schools. The **purpose** of school/site-based management is to increase student achievement and success by making those closest to the delivery of educational services--teachers and principals--more **independently responsible** and **accountable,** with appropriate **authority** for results.

**Implementing the Eight Correlates of School/Site-Based Management©—Statement of Purpose; Policy Development for School/Site-Based Management; School/Site-Based Team Management Membership; Roles and Relationships; Authority/Decentralization of Authority; Decision-Making Process; Mapping Areas of School/Site-Based Management and Decision-Making; and, School/Site-Based Evaluation and Refinement are driven by the following:**

- School/site-based management is a major reform of the entire school system. The purpose of school/site-based management is to increase student achievement and success. It is **"student-centered" not** staff-centered. Principals and teachers must have both a **personal** and **professional** responsibility to student performance and be held accountable for such results and commitment.

- School/site-based management must be **the school system's basic reform** and restructuring strategy, it **cannot** be just one of several reform projects. School/site-based management enables each school/site to develop its own **"how to's"** as a result of a governing board establishing the **"what"** and standards of achievement regarding student achievement and success.

- Schools and sites over time will develop their own unique characteristics, visions, goals, and plans of action. They will, at first, **appear to lack clarity and focus.** They may concern themselves with **labor-management issues** and **functional operations** of the school or site. However, given time, training authority and responsibility for accounting for increased student achievement and success, many schools and sites **will be successfully operating an effective school/site-based management system.**

- School/site-based management will require **full accountability** at each school and site. State legislatures and governing boards will **remain ultimately responsible, as provided by each state's constitution and/or laws, for schools and sites.** They must develop ways of holding them accountable without micro-managing, dominating local decisions, or standardizing operations.

The **major accountability** issues for school/site-based management teams is to **ensure** that the school learning environment, curriculum, instructional methods and materials, facilities, and financial resources are aligned with the school/site vision, mission, goals, objectives, standards of achievement, and plans of action for increasing student achievement and success.

This Working Handbook for Implementing the Eight Correlates of School/Site-Based Management© is **designed to assist** those who consider operationalizing school/site-based management in their school districts of becoming successful "change agents" on behalf of preparing students for the 21st Century.

Donald D. Covey

A WORKING HANDBOOK
FOR
IMPLEMENTING THE EIGHT CORRELATES
OF
SCHOOL/SITE-BASED MANAGEMENT©

Dr. Donald D. Covey
Phoenix, Arizona

For the past quarter century, Don Covey has been involved in a wide range of management and **educational reform, restructuring,** and **school improvement.** Don has worked at every level of public school administration. He has consulted in both the public and private sectors and worked with over 150 school districts and 50 major corporations and companies across the United States.

Dr. Covey has served as a **Commissioner of the States for Education,** State of Arizona, superintendent, deputy superintendent, associate superintendent, school principal, assistant principal, classroom teacher, and university associate teacher. He was **National Administrator of the Year, Arizona Superintendent of the Year,** and **Who's Who School District Officials of America.** Don has been awarded the **"Anderson Medal"** for building excellence through exemplary business, higher education, and public school alliance. Don conducts management seminars for all levels of government, public schools, industry, and business.

School improvement and restructuring education for meeting the challenge of the 21st Century is Don's expertise. He has been involved with **Implementing The Eight Correlates of School/Site-Based Management©** since 1985.

For further information regarding restructuring of public schools, performance-based programs, or school/site-based management, you may contact Don by writing or calling:

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2702 East Flower Street
Phoenix, Arizona 85016-7498
Office (602) 381-6018
Home (602) 841-8483

NSBA EARLY BIRD WORKSHOP #3

# IMPLEMENTING THE EIGHT CORRELATES OF SCHOOL/SITE-BASED MANAGEMENT©

**Dr. Donald D. Covey**
**Phoenix, Arizona**
**Presentor and Facilitator**

Friday, April 24, 1992
9:00 am-4:30 pm

| | |
|---|---|
| 9:00-9:15 am | Overview of Workshop, "A Look At School/Site-Based Management" |
| 9:15-9:30 | Definitions of School/Site-Based Management |
| 9:30-10:15 | Correlates of School/Site-Based Management<br>• Correlate One - **Statement of Purpose**<br>• Correlate Two - **Policy Development for Site-Based Management** |
| 10:15-10:30 | Break |
| 10:30-12:00 pm | Correlates of School/Site-Based Management<br>• Correlate Three - **School/Site-Based Team Membership**<br>• Correlate Four - **Roles and Relationships**<br>• Correlate Five - **Authority/Decentralization of Authority**<br>• Correlate Six - **Decision-Making Process**<br>• Correlate Seven - **Mapping Areas of School/Site-Based Management and Decision-Making**<br>• Correlate Eight - **School/Site-Based Evaluation and Refinement** |
| 12:00-1:00 | Lunch |
| 1:00-1:45 | **Creighton School District, Phoenix, Arizona**<br>**Representing Southwestern Area of United States**<br>Dr. William Hall, President, Governing Board<br>Dr. Donna Cranswick, Associate Superintendent<br>Pam Eklund, Principal, Loma Linda School<br>Debby Mendoza, Classroom Teacher and College of Human Services Coordinator, Loma Linda School |

| | |
|---|---|
| 1:45-2:30 | **Richmond Community Schools, Richmond, Indiana**<br>**Representing Eastern and Mid-Western Area of United States**<br>Kathleen Burton, President, Governing Board<br>Robert Green, Vice President, Governing Board<br>Dr. Raymond Golarz, Superintendent<br>Aleasia Stewart, District Site-Based Coordinator |
| 2:30-2:45 | Break |
| 2:45-3:30 | **Cherry Creek School District, Denver, Colorado**<br>**Representing Rocky Mountain Area of United States**<br>Dr. Barbara Randall, Executive Director<br>Michael Volkl, Principal, Sunrise Elementary School |
| 3:30-4:30 | Open Discussion<br>Questions and Answers of Representatives of School Districts<br>and<br>Don Covey |
| 4:30 | Adjournment |

NSBAAgenda
02-10-92
DDC:VLW

A WORKING HANDBOOK
FOR
IMPLEMENTING THE EIGHT CORRELATES
OF
SCHOOL/SITE-BASED MANAGEMENT©

- CORRELATE ONE -
STATEMENT OF PURPOSE

- CORRELATE TWO -
POLICY DEVELOPMENT FOR SCHOOL/SITE-BASED MANAGEMENT

- CORRELATE THREE -
SCHOOL/SITE-BASED TEAM MEMBERSHIP

- CORRELATE FOUR -
ROLES AND RELATIONSHIPS

- CORRELATE FIVE -
AUTHORITY/DECENTRALIZATION OF AUTHORITY

- CORRELATE SIX -
DECISION-MAKING PROCESS

- CORRELATE SEVEN -
MAPPING AREAS OF SCHOOL/SITE-BASED MANAGEMENT
AND DECISION-MAKING

- CORRELATE EIGHT -
SCHOOL/SITE-BASED EVALUATION AND REFINEMENT

# A WORKING HANDBOOK
# FOR
# IMPLEMENTING THE EIGHT CORRELATES
# OF
# SCHOOL/SITE BASED MANAGEMENT©

## - CORRELATE ONE -
## STATEMENT OF PURPOSE

### 1.0 Correlate One - Statement of Purpose

The overall goal of school/site-based management is to **enable people closest** to the challenge, activity, or task to make decisions which will improve and increase student achievement. School/site-based management is a commitment to place maximum educational planning, management of personnel, material resources, accountability, and authority with a school/site-based management team. Therefore, school/site-based management is a form of **decentralization.** It identifies the individual schools or sites as the primary force of restructuring in education and relies on the redistribution of decision-making authority as the primary means through which improvements may be stimulated and sustained.

**Definition of School/Site-Based Management**

**School/site-based management is the decentralization/deregulation of authority and responsibility, to appropriate levels of management in specific areas from the governing board and district office, to local schools and/or support service sites. The premise of decentralization/deregulation is that those closest to, and most affected by, the challenges/problems in education are best qualified to develop and implement solutions for increasing student achievement and success. By design, it "restructures" the governance and/or decision-making process regarding the roles, rules, and relationships for all who are the stakeholders for improving and increasing student achievement.**

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE ONE -
# STATEMENT OF PURPOSE

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

**School/Site-Based Management Envisions the Following Advantages:**

1.1 **Recognizes** the **expertise** and **competence** for those who work in individual schools and sites to make decisions which can improve student learning.

1.2 Gives parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel **increased input into decisions** because they are closest to the activity or task.

1.3 **Improves staff efficacy** because staff members see how they can have immediate impact on their environment and student achievement.

1.4 Involves **all staff in inservice educational programs** at the school and site. Such programs increase the knowledge and skills of each staff member which enables increased competency for decision-making.

1.5 Focuses on **accountability** for decisions.

1.6 Brings **both financial** and **instructional** resources in alignment with instructional goals developed at each school and site.

1.7 Assists in **improving** services and programs to students.

1.8 Nurtures and stimulates **new leadership** at all levels.

1.9 **Increases** both the quantity and quality of **communication.**

1.10 **Increases student academic achievement** and **success.**

1.11 Increases the **confidence** of team members as each continues to demonstrate competence in school/site-based management.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE ONE -
# STATEMENT OF PURPOSE

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

**Historically,** research **has not** supported that school/site-based management **increases student academic achievement** and **success.** The reason most school/site-based management teams have not increased student achievement is because the focus of school/site-based management **has not** had as its major focus student achievement. **However,** if school-based management is implemented with a **focus on increasing student academic achievement** it can become an **enabling process** for increasing student achievement. There is the lack of research supporting that school/site-based management increases student achievement because most decisions of school/site-based management teams have focused on the **functional operations** of a school and site as opposed to activities which relate to increasing student achievement.

**Many** school/site-based management teams have functioned with a principal and 12-15 "deputy assistant principals" **who operate** the functions of the school/site. Such teams devote little time establishing and implementing the school's/site's vision, mission, goals, objectives, and standards of achievement for increasing student achievement.

The following paradigm (see page 1.0.4, Site-Based Management, Increasing Student Achievement) illustrates a school/site-based decision-making process for increasing student achievement, whereas, **80% of the activities focus on student achievement** and 20% of the functional operation of the school. Modification of the functional operation of the school/site are undertaken only in cases where such changes are required to implement "plans of action" which will increase student achievement and success.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE ONE -
STATEMENT OF PURPOSE

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

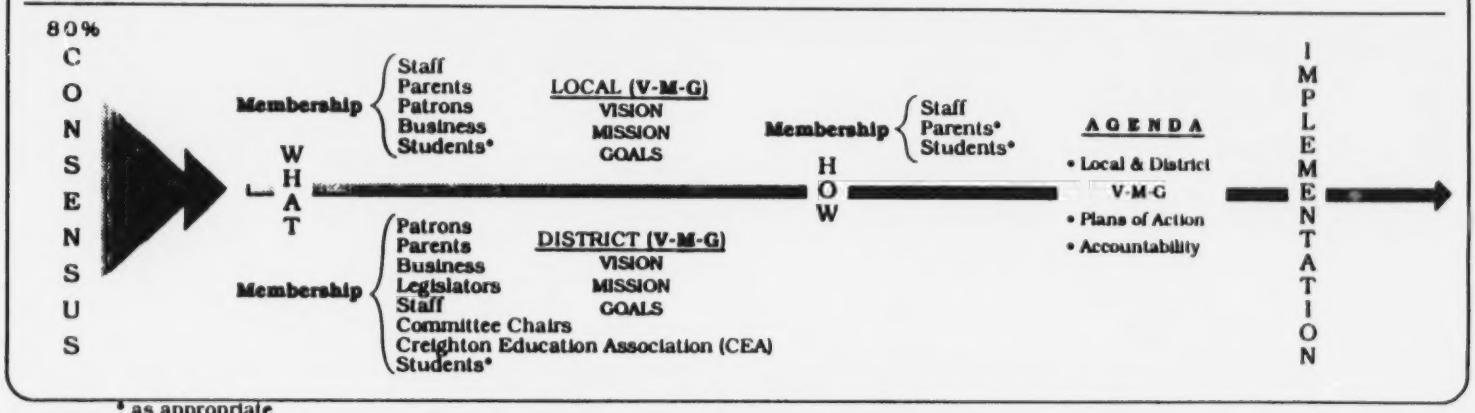
2.

3.

# SITE BASED MANAGEMENT

## INCREASING STUDENT ACHIEVEMENT

*(BASED ON SITE BASED MANAGEMENT TEAM (SBMT) NEEDS ASSESSMENTS)*

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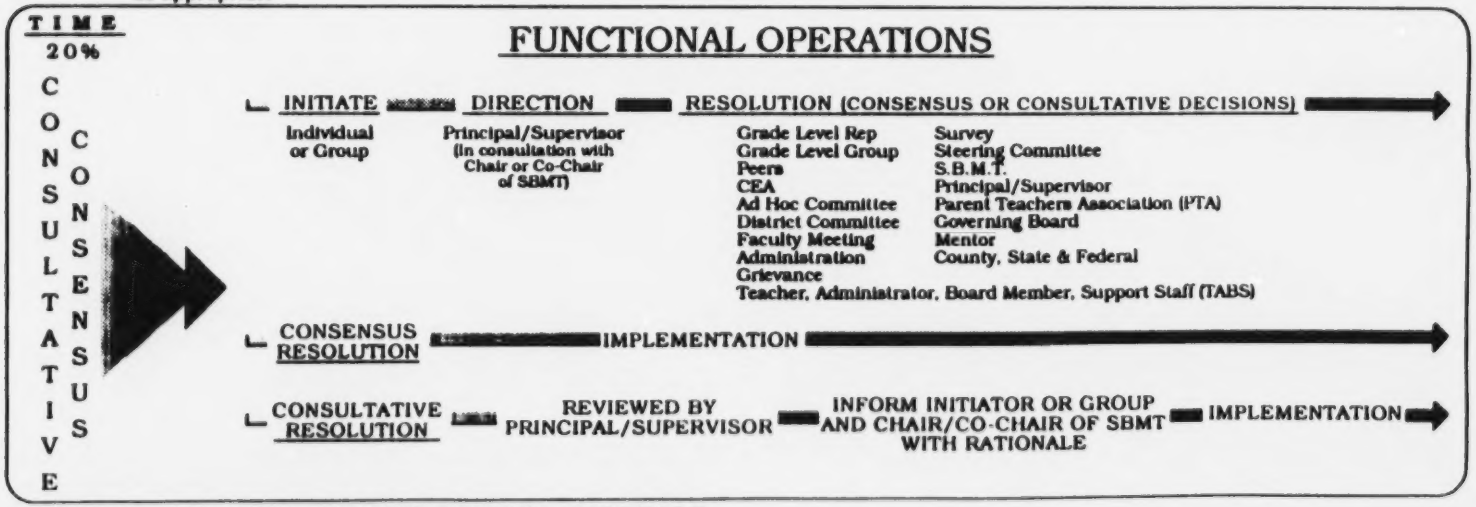


**CREIGHTON ELEMENTARY SCHOOL DISTRICT**
**PHOENIX, ARIZONA**

07 02 91

## - CORRELATE ONE -
## STATEMENT OF PURPOSE
## SELF-ASSESSMENT

1. **A statement of purpose has been established for school/site-based management?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **The purpose of school/site-based management is to increase student academic achievement and success?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **The purpose of school/site-based management is to empower local staff and community to operate the functions of school/site?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **The purpose of school/site-based management is to recognize the expertise and competence of parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **The purpose of school/site-based management is to empower teams to make decisions with regard to accomplishing the school or site's vision, mission, goals, objectives, and standards of achievement?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **The purpose of school/site-based management is to increase staff efficacy?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. **The purpose of school/site-based management is to focus on accountability and delegate authority for decisions?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

7. **The purpose of school/site-based management is to bring both financial and instructional resources in alignment with the district's and school/site's vision, mission, goals, objectives, and standards of achievement?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

8. **The purpose of school/site-based management is to improves services and educational programs to students?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

9. **The purpose of school/site-based management is to simulate new leadership at all levels?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

10. **The purpose of school/site-based management is to increase the quantity and quality of communications?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

11. **The purpose of school/site-based management is to enable those persons who are most affected by the challenges/problems in education to develop options for how they can best meet the needs of the students?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

12. **The purpose of school/site-based management is to focus on developing plans of action to accomplish the vision, mission, goals, objectives, and standards of achievement of the school/site?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

13. **The purpose of school/site-based management is to: (state other reasons)**

__ Yes __ Sort of __ No

_____

_____

_____

_____

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

A WORKING HANDBOOK
FOR
IMPLEMENTING THE EIGHT CORRELATES
OF
SCHOOL/SITE BASED MANAGEMENT©

- CORRELATE TWO -
POLICY DEVELOPMENT
FOR
SCHOOL/SITE-BASED MANAGEMENT (GUIDELINES)

## 2.0 Correlate Two - Policy Development for School/Site-Based Management (Guidelines)

Policy development for school/site-based management (guidelines) should be mutually developed by all parties involved with the implementation of school/site-based management. Therefore, the actual **"institutionalization"** of school/site-based management may not be fully realized for three (3) to five (5) years after a decision has been made by policy makers to move toward school/site-based management.

**"Guidelines"** for school/site-based management may be the best strategy during the early stages of school/site-based management. It may be worth the time and energy to consider a **reversal** in the **paradigm** in how change has taken place in public schools. Using the "Four I's" of public school **change** the **old paradigm** is as follows:

| | | |
|---|---|---|
| First "I" | Institutionalize | Establish written policies, by the governing board, regarding the **"why"** and **"what"** of school/site-based management. |
| Second "I" | Implement | Establish written administrative regulations, by the central office, regarding the **"how"** of school/site-based management. |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE TWO -
POLICY DEVELOPMENT
FOR
SCHOOL/SITE-BASED MANAGEMENT (GUIDELINES)

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

| | | |
|---|---|---|
| Third "I" | Inform | Establish written and/or verbal communications, by the governing board and administrative staff, regarding the **why, what,** and **how** school/site-based management shall be operated. |
| Fourth "I" | Inspire | Establish procedures, by administrative staff, communicating that "school/site-based management will be **'good'** for everyone." |

A more **effective** and better use of an old **paradigm** for change in public schools is a **reversal** of the "Four I's." This "reversal" of the "Four I's" may be utilized as follows:

| | | |
|---|---|---|
| First "I" | Inspire | Communicate to all parties, who are to be involved with school/site-based management, the **purpose** of school/site-based management. |
| Second "I" | Inform | Communicate to all parties the purposed **Why**? **What**? and a proposed way on **How**? school/site-based management could be operationalized. |
| Third "I" | Implement | Communicate **"Guidelines"** for the implementation of school/site-based management. |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE TWO -
POLICY DEVELOPMENT
FOR
SCHOOL/SITE-BASED MANAGEMENT (GUIDELINES)

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

| | | |
|---|---|---|
| Fourth "I" | Institutionalize | Establish written policies, by the governing board, regarding the **"Why"** and **"What"** of school/site-based management. |

The reversal of the "Four I's" may prove to be effective, efficient, and valuable in avoiding major "pitfalls" when moving toward school/site-based management.

Therefore, after Inspiring and Informing the following sample **"guidelines"** for Implementing school/site-based management could be used:

## 2.1 School/Site-Based Guidelines

2.1.1 Establish regular two-way communication within and outside the school/site-based management team.

2.1.2 Establish appropriate name and title of school/site-based management team. Annually, publish list of members.

2.1.3 Establish monthly and/or yearly calendars which include dates, places, and times of meetings.

2.1.4 School/site-based management teams should operate from a published agenda which is provided prior to the meeting. (See sample page 2.0-5)

2.1.4.1 Agenda items should be submitted to chairs by a predetermined date.

2.1.4.2 Agenda-setting is collaborative.

2.1.4.3 All agendas should include time for open discussion.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE TWO -
POLICY DEVELOPMENT
FOR
SCHOOL/SITE-BASED MANAGEMENT (GUIDELINES)

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

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2.1.5 Information for discussion regarding decision-making (including input from parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel) should be disseminated in a timely manner.

2.1.6 Written rationale for changes made to team decisions and/or recommendations may be provided.

2.1.7 Provide official minutes of school/site-based management team meetings. Minutes should be distributed by the designated secretary within a reasonable time as determined by each team. The secretary/chair will maintain a file of the official minutes. Minutes should be posted. Minutes should be distributed to each team member and school/site staff. (See sample pages 2.0-5 through 2.0-8.)

2.1.8 Annually **publish** school/site-based management **guidelines.**

2.1.9 **Communicate** to all parties that school/site-based management is **not a problem solving process.**

2.1.10 Establish a **"pyramiding"** communication network as a responsibility of each member with their constituents.

2.1.11 **Membership** on the school/site-based management team is representative of parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel. (See Correlate Three.)

2.1.12 **Roles and relationships are clearly defined.** (See Correlate Four.)

2.1.13 Areas of decisions and **decision-making authority** are **defined.** (See Correlate Five and Six.)

A WORKING HANDBOOK
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NOTES:

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ACTION TO BE TAKEN

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3.

SQUAW PEAK SCHOOL
Media Center

# PARTICIPATORY MANAGEMENT COMMITTEE

## AGENDA November 13, 1991 7:00PM

* Review Minutes of last regular meeting held on 10-16-91 and the Special meeting held on 10-23-91

* Review the Process for Action-Planning (See handout)

*** Review and Adopt School Goal(s)

*** Review "Hots" Award Application, Adopt and Sign if approved

* Open agenda items

FYI "Here's Looking At You - 2000" Curriculum available for review between 6:30 and 7:00 in the Media Center before the meeting begins.

* Discussion Items *** Action/Discussion Items

## PARTICIPATORY MANAGEMENT COMMITTEE

Squaw Peak School

Minutes 11/13/91

In attendance

| | | |
|---|---|---|
| Gary Frank | Patty Frank | Kim Boyd |
| Judy Mars | Jenny McMeekin | Priscilla Holbrook |
| Donovan Volk | Carol Gutting | Micki Cook |
| Sheila Hove | Lorie Eastep | Briley Culton |
| Katrina Underwood | Carol Courter | Randy Murray |
| Kathy Tegarden | Suzanne Armstrong | Suzie Peterson |
| Jean Nelson | | |

Meeting was called to order at 7:00 p.m. in the Media Center.

Co-Chair Suzie Peterson expressed commendations to Kathy Tegarden, Sally Snader, Denise Zimmerer for the development of the LEP Grant that was given funding. The LEP Grant was written for an extended day and summer school program for Limited English Speaking students. Students in the program will attend extended day activities three days per week for English language acquisition through integrated units in science and math. There will be a teacher and an aide involved in the class. The summer school program will for a readiness program.

Reviewed minutes from meeting on 10/16/91 and the Special Meeting held on 10/23/91.

Mrs. Holbrook asked for clarification of the Pyramid Structure and "what the volunteers will do." Mrs. Peterson explained the Pyramid Structure as a strategy where each member of the PMC would identify at least two other people, not on PMC, to share information and to gain feedback regarding the activities and plans of the PMC.

Mrs. Peterson stated that the question regarding the volunteers would be covered in later discussion during the meeting.

The next item on the agenda was a review and adoption of the school goals for the 1991-1992 school year.

Mrs. Peterson explained that input gathered at the staff meeting (11/13/91) identified that there was concern on the part of staff (certified and ESP) with the number of goals being considered.

Carol Gutting explained further the process used and the concerns that had been expressed by staff. The primary concern was to gain consensus and buy-in from all staff and the enhancement of the communication to gain input into establishing goals. From the staff meeting, two goals were identified. It was felt that it would be more realistic to focus on fewer goals to enable more energy and resources to be used toward their accomplishment. The staff felt that trying to accomplish five or six goals would result in fragmented efforts, and limited growth.

Patty Frank presented the staff recommendations for two instructional goals:

- •Improving the Writing Process
- •Providing a Risk-Free Environment

Suzie Peterson addressed the goal of "Increasing Parent Involvement". She proposed that the PMC could suggest that the PTO consider the adoption of this as one of their goals.

There was a lengthy discussion regarding this issue and concerns that this goal should be a priority. There was agreement that this goal should remain a priority. There were several strategies discussed for implementing an increase in parent involvement, one of which was suggesting to the PTO that they team with PMC in accomplishing this.

Discussion followed regarding "Risk-Free". Kathy Tegarden explained that risk free was similar to providing a warm, nurturing school environment.

The PMC adopted three goals for the 1991-1992 school year:

- •Increasing Writing Skills
- •Providing a "Risk-Free" Environment
- •Increasing Parent Involvement

Open Agenda

Gary Frank addressed the article that was included in the back-up material for the meeting "Schools That Work". This deals with school funding alternatives (corporate sponsorships).

Randy Murray suggested that a sub-group from to develop a plan of action to access funds.

HOTS Award Application:

Kathy Tegarden informed the PMC that the Governing Board would like to give three $3000.00 awards to schools for programs that improve student achievement. The HOTS Program was written up for this application.

Mrs. Tegarden described the contents of the award application. The PMC approved and signed the application for this award.

Meeting was adjourned.

SQUAW PEAK SCHOOL

GRADE LEVEL GOALS 1991-1992

KINDERGARTEN:

Strength - Reading (41% growth in CRT's)

Weakness - Math (28% growth on CRT's)

GOAL - Focus on math, specifically on those lowest areas as shown on the fall CRA's

FIRST GRADE:

Strength - Math

Weakness - Scores indicate that we are within acceptable range in all areas

GOAL - Increase awareness in the home of parental responsibility in the following areas: nutrition, attendance, punctuality, rest, support for education

SECOND GRADE:

Strength - Math

Weakness - Language Arts

GOAL - Discipline/Behavior is our first priority; once this is better under control, focus will be on reading

THIRD GRADE:

Strength - Social Studies

Weakness - Science

GOAL - Focus on Science

FOURTH GRADE:

Strength - Reading

Weakness - Math

GOAL - Focus on math; all three teachers will be taking the intermediate math manipulatives class through the district

FIFTH GRADE:

Strength - Reading

Weakness - Writing, Math

GOAL - Focus on math

2.1.14 **Evaluation** of school/site-based management is established. (See Correlate Eight.)

2.2 **Institutionalizing** School/Site-Based Management

Once it has been determined that the Implementation phase of school/site-based management has been established and is effectively and efficiently operating, (usually after a period of three (3) to five (5) years) **specific** governing board **policy, regulations,** and **procedures** may be formally adopted.

The following samples may serve as an assistance for formulating policies and/or regulations:

2.2.1 Chula Vista City School District
2.2.2 Creighton Elementary School District
2.2.3 Hacienda La Puente Unified School District
2.2.4 National School Boards Association
2.2.5 Milwaukee (WI) Public Schools
2.2.6 Prince William County County Public Schools

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE TWO -
POLICY DEVELOPMENT
FOR
SCHOOL/SITE-BASED MANAGEMENT (GUIDELINES)

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

**CHULA VISTA CITY SCHOOL DISTRICT, CA**

**Board Policy #1121**

School Based Coordinated Programs

The Governing Board recognizes that the School Based Program Coordination Act (AB 777) is intended to provide greater flexibility to coordinate the categorical funds received the the district. The Board further recognizes the intent of the Legislature to focus the authority to exercise such flexibility at the school level, with approval and under direction of the Governing Board.

The Governing Board shall:

1. Ensure that the principal of every school in the district receives information on the School Based Program Coordination Act and that principals provide such information to teachers, other school personnel, and parents.

2. Ensure that each School Site Council considers whether or not it wishes the local school to participate in a School Based Coordinated Program.

3. Ensure that a School Site Council will be established at each school site in which a School Based Coordinated Program is implemented. The School Site Council is to identify the funding sources to be coordinated and develop a school plan.

**LEGAL REFERENCE:** Education Code Sections 52800, 52852, 52852.5, 54725
**POLICY ADOPTED:** 12-6-88
**AMENDED:**
**PROCEDURAL REFERENCE:**

CAA

CREIGHTON ELEMENTARY SCHOOL DISTRICT, PHOENIX, AZ

DISTRICT-BASED PARTICIPATORY MANAGEMENT SYSTEM

Through participatory management, the decision-making process will create a positive climate in the District where staff, parents, students, and community members working together share the responsibility for increasing student achievement and success at each school and unit.

Adopted: 03/13/90

SOURCE: Creighton Elementary School District No. 14, Phoenix, AZ
DATE: March 1990
DISTRICT SIZE: 6,000 - K-8

CAA-R

CREIGHTON ELEMENTARY SCHOOL DISTRICT, PHOENIX, AZ

PARTICIPATORY MANAGEMENT SYSTEMS GUIDELINES

I. COMMUNICATION

A. Establish regular two-way communication within the Participatory Management Systems.

B. Establish appropriate committee name and title. Annually publish list of committee members.

C. Establish monthly and/or yearly calendars which include dates, places, and times of meetings.

D. District-level and site-based management teams will operate from a published agenda which is provided prior to the meeting.

1. Agenda items should be submitted to committee chairs by a predetermined date.

2. Agenda-setting is collaborative and/or participatory.

3. All agendas should include time for open discussion.

E. Information for committee discussion regarding decision-making (including input from administration, staff, parents, students and community representatives) will be disseminated in a timely manner.

F. Written rationale for changes made to District-level committee decisions and/or recommendations will be provided.

G. Provide official minutes of District-level and site-based participatory management committee meetings. Minutes shall be distributed by the designated secretary within a reasonable time as determined by each committee. The secretary/chair will maintain a file of the official minutes. District committee minutes shall be posted at each site. Site-based minutes shall be distributed.

H. Annually publish District Participatory Management Systems Guidelines.

II. MEMBERSHIP

A. Members will be selected via voluntary participation or election.

B. Members will be representative of all designated constituents.

C. Employee organizations will have the opportunity to have an ex-officio member on District level committees.

D. Rotation of membership will be at the discretion of each committee.

E. Include representatives from the community and student population when appropriate.

F. Members will designate a chair and co-chair.

G. An identified administrative liaison may be a member of all committees.

H. All committee meetings will be open to interested parties.

I. Members will determine decisions and/or recommendations based of consensus of their committee.

III. AREAS OF PARTICIPATORY MANAGEMENT

A. Local School/Unit

1. There will be a standing Site-Based Management Team at each school/unit.

2. Each local school/unit will determine its committees.

3. The representative of the District-Based Participatory Management Committee should be an ex-officio member of the local school/unit Site-Based Management Team.

B. District

1. The District will have standing committees and ad hoc committees as needed:

a) Current standing committees are: District Leadership Council; Instructional Improvement Committee; Standard Evaluation System Committee; District-Based Participatory Management Committee; Financial Planning Committee; Personnel Planning Committee; Physical Plant Planning Committee; Community Education Planning Committee; and Career Ladder Planning Committee.

(b) Current Ad Hoc Committees.

(c) Special area committees (e.g. librarians, art, music, physical education, grade level, etc.)

CAA-R

2. Meet and Confer as referenced in Policy HC.

3. C-ACE - Creighton-Arizona Citizens for Education.

IV. GOAL SETTING

A. Establish a process for goal setting.

B. Engage in long-range planning (1-3 years).

C. Develop plans of action.

V. TIME COMMITMENT

A. Time will be provided for discussion and making decisions and/or recommendations.

B. When staff members are reimbursed for time involvement it will be at a pre-established/set rate.

VI. EVALUATION AND REFINEMENT OF PARTICIPATORY MANAGEMENT

A. An annual evaluation of the Participatory Management Systems will be facilitated by the District-Based Participatory Management Committee. The committee will report its findings to the Governing Board.

1. Standing Committees will annually evaluate their implementation of the Participatory Management System.

2. Staff, parents, students and community members will be involved in evaluation of the Participatory Management System.

3. Informal ongoing evaluation of the Participatory Management System will occur and concerns will be addressed at the local school/unit level.

B. The District-Based Participatory Management Committee will act to facilitate concerns related to procedure and process of the Participatory Management Systems.

1. The local committees will monitor the Participatory Management Systems guidelines and processes.

2. School/Unit concerns addressed and not resolved at the local level will be referred to the District Committee.

CAA-R

VII. RESPONSIBILITIES FOR COMMUNICATION, EDUCATION AND IMPLEMENTATION

A. Committee members at all levels will be responsible and accountable for:

1. Discussing the Participatory Management System with other members of their staff and community.
2. Making decisions and/or recommendations will be via consensus of site members.
3. Establishing alternative methods for making decisions and/or recommendations to use when consensus is not reached.
4. Explaining to all affected parties decisions made and rationale.
5. Assisting in the implementation of committee decisions.
6. Reporting activities of the Participatory Management System.

B. Each local school/unit will be responsible for:

1. Familiarizing new staff with the Participatory Management System.
2. Identifying areas of in-service needs based on the evaluation process.

Adopted: 03/13/90
SOURCE: Creighton Elementary School District No., Phoenix, AZ
DATE: March 1990
DISTRICT SIZE: 6,000 - K-8

**HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT**

**Adopted: 3/13/78** **CFA**
**Revised: 6/22/89** **Policy**

SCHOOL SITE COUNCILS

A school site council shall be formed prior to the scheduled phase-in for participation in the School Improvement Program or School-Based Coordinated Program.

The responsibilities of the school site council are:

1. To recommend to the board of education participation or nonparticipation in the program.

2. To develop and present to the board of education, following established procedures, a school improvement plan which is consistent with established district goals and guidelines for instruction and within budget allocations provided by the state.

3. To ensure that all school improvement plans and functioning of the council are within existing district policies and procedures.

4. To review the implementation of the school improvement plan.

5. To assess periodically the effectiveness of the program during each school year.

6. To annually review the school improvement plan, establish a new budget and, if necessary, make other modifications in the plan to reflect changing improvement needs and priorities and submit to the board of education for approval.

7. To operate within bylaws provided by the board of education.

8. To report to the board of education annually the activities and decisions of the school site council.

The membership of the school site council shall be as follows:

K-6 school site councils shall consist of 10 members:

One principal
Three classroom teachers
One other school employee
Five parents of pupils attending the school not employed by the District

7-8 or K-8 school site councils shall consist o 12 members:

One principal
Four classroom teachers
One other school employee
Three parents of pupils attending the school not employed by the district
Three students

9-12 school site councils shall consist of 16 members:

One principal
Five classroom teachers
Two other school employees
Four parents of pupils attending the school not employed by the district
Four students

A school site council will not be a fund raising group or ask any school support group for funds to implement programs.

SOURCE: Hacienda La Puente Unified School District
Adopted: 3/13/78
Revised: 6/22/78

# SCHOOL-BASED MANAGEMENT IN PRINCE WILLIAM COUNTY, VIRGINIA

## I. PHILOSOPHY

School-based management is an educational concept designed to improve the quality of education. School-based management can best be defined as process by which decisions most directly affecting the school are made at the local school building rather than at a central office.

School-based management as defined by the Prince William County Public Schools is intended to become "a philosophy of management by which the individual school becomes a self-directed, responsible, and educationally accountable entity within the parameters established by the School Board and the division superintendent, and where decisions are economical, efficient, and equitably facilitate learning."

The concept of school-based management is predicated on the assumption that the individual building is the most manageable unit for providing quality education. The primary producers of high quality learning environments are school administrators, teachers, and participating parents. Research indicates the principal is a primary factor in determining the quality of education in any specific building. In the Prince William County School-Based Management Plan, principals will serve as the "middle managers" within a team composed of the superintendent and the associate superintendents. As the manager of the total program in the building, the principal will be given the responsibility and the authority necessary to produce desirable educational outcomes. School-based management will place accountability with the principal to produce desirable educational outcomes.

## II. PARAMETERS

The proposed school-based management system in the Prince William County School Division will allow principals and staff members to make decisions within certain restraints. The following parameters have been established to help define the degree of autonomy assigned to principals.

- The principal will have the authority to establish the number of employees and the areas in which those employees will work in as long as the cost for those employees will remain within the specific dollar amount allocated. That amount will be determined and placed in the school's budget each fiscal year.
- In addition, all principals will have the final authority to recommend the names of individuals to the Personnel Director for personnel vacancies in their building.

- The building principal will have the opportunity to budget funds for the use of supplies and materials and equipment replacement funds within the amount allocated to his or her school. The principal will have the authority to control the use of utilities within that particular building as long as the dollar amount used does not exceed the amount allocated. The building principal will not have autonomy over the cafeteria or transportation in his or her building. If, however, the building principal believes that sufficient improvements can be made with changes in these areas, they will be urged to recommend changes to the associate superintendent for school services.
- Major maintenance items (those costing more than a fixed amount) will remain the responsibility of the central office administration.
- Only those items that are contained in the plans that are approved for the individual buildings can deviate from the standard operating procedures. Minor operating procedures relating to the building operations can be altered on written approval of the superintendent.
- All principals in all buildings will adhere to the laws of the Commonwealth of Virginia and Prince William County. All schools will follow the curriculum approved by the Board of Education and will adhere to all policies, state, and federal regulations and state requirements.
- There will be a uniform county curriculum in the Prince William County school division. That curriculum, until modified by the School Board, will remain the same as it was during the 1988-89 school year. With the understanding that the curriculum will remain the same, it is also understood that predetermined objectives established by the School Board in the planning document are to be the objectives to which all of the buildings are to strive. That is the common goal. School-based management will allow, within the parameters that have been established, the staff at the individual buildings to determine how those goals might be achieved.
- The school division will maintain a division-wide evaluation instrument for each category of employee. In addition, the division will maintain a division-wide report card and grading system.

It is impossible to determine prior to implementation all the parameters that will have to be defined. A more complete list of parameters will be developed prior to the spring of 1989.

## III. STEPS TO IMPLEMENT SCHOOL-BASED MANAGEMENT

In order to implement the school-based management system, it was necessary to phase in a plan. Part of the plan included an administrative staff development program and a complete understanding of the philosophy of school-based management. In order to implement a phase in plan, the following sequence was followed:

A. 1987-88 School Year

The determination of the data necessary to adequately analyze student performance and the administrative performance in any one building was made by the administrative staff.

Staff development which will include the following areas for all administrators:

Budgeting for individual buildings.

Writing building level plans.

Disaggregation and evaluation of data.

Clinical observation and evaluation of staff.

Management and leadership.

The creation of a "school improvement" team at each building. The team should include the principal, sufficient representation from the faculty and representation from the local school community.

Review of the evaluation instruments (all instruments used to evaluate staff.)

Appointed a School-Based Management Task Force.

Appointed a School-Based Management program director to coordinate the efforts of the principal and the School-Based Management Task Force.

Identified one hihg school, one middle school, and three elementary schools to be established as pilot schools for school-based management for a two-year period starting in the fall of 1988.

Supplied support/resource personnel to meet the immediate needs for pilot schools.

Allowed principals in nonpilot schools the authority to allocate 85 percent of the instructional supplies and materials and administrative supplies funds in their building for the 1988-89 school year.

B. 1988-89 School Year

Five pilot school operate under a school-based management system.

The use of a budget which includes the determination of 85 percent of the money to be used for supplies and materials in nonpilot schools.

An extensive inservice program on school-based management for all management staff members.

Continue staff development program for all staff members.

C. 1989-90 School Year

Continued use of the five pilot schools.

Continued use by principals in nonpilot schools of the supplies and materials money.

Evaluation of the success of the five schools practicing school-based management.

A decision to add to the number of school-based management schools or to discontinue the practice.

Continued inservice of teachers and other employees.

D. July 1, 1990--all schools convert to school-based management.

## IV. OPERATIONS

School-based management will necessitate minimal conformity in the manner in which schools will operate. The following guidelines are to be established for the purpose of having some necessary commonality of operations for evaluative purposes.

A. Goal Setting

During the spring, each school will develop and submit to the superintendent goal statements and a local building plan for achieving the goals during the following school year. While these plans may vary in format and substance, each must include the following:

- a description and analysis of the relationship between past performance indicators and future goals;
- descriptions of the strategies and tactics which will be used to improve or sustain past levels of performance;
- a plan for assessing school performance toward achievement of its goals; and

- a statement describing the participation of parents and teachers in preparing the plan.

B. Staff Selection

Although instructional support services and payrolls will be maintained at the district office, each principal is responsible for making his or her own selection of staff within guidelines established by the district's Board of Education. Staff selection at the building level requires two sets of determinations:

- the number and type of positions to be filled; and
- the selection of persons to fill positions.

The number of positions to be available at a building is to be based on the student-teacher ratio for that particular grade level. The ratio will be based on the number of students to full-time equivalent certified employees at each building, exclusive of federally funded and privately funded personnel, and exclusive of vocational and special education staff. The number of nonprofessional positions to which each building is entitled can be computed from established ratios for each category.

Each building principal will have the responsibility of determining how to allocate positions, consistent with the school's annual goal statement, program plan, and school budget. For example, if the school's annual plan calls for enhancing reading instruction, the staffing plan should take into account the number of reading specialist needed. If the plan calls for enhancing math as well as reading instruction, then the required specialist in both areas would be provided for in the staffing plan.

Once a roster of positions has been developed, subject to district standards, vacancies will be filled by applicants who have competed the following:

- Screening by the personnel director; and
- Approval for employment at a particular building. Applicants who are first recruited at the building level may not be permanently employed until such employment is approved by central administration and the Board.

C. Budget

Each school will receive a budget allotment based on the number and nature of students and other relevant factors, such as utilities needs. No funds will be allotted for food services or pupil transportation, and only limited funds will be allotted for maintenance. Decisions on the expenditure of these allocations will be the responsibility of the principals, working in concert with their school staff and community and in keeping with the School Board's Six-Year Plan and in keeping with the individual school plan.

D. Assessment

Each school's staff will be responsible for devising and implementing an assessment system that provides information which will inform the staff, parents, the superintendent, and the Board of progress an problems in meeting the goals set by each school.

## V. EVALUATION

**School-based management is a radical departure in the administration of the Prince William County Public Schools. The project will move the administration of the schools from a highly centralized operation to one that is significantly decentralized. Any change in program, processes or procedures demands a thorough and systematic evaluation of the effects of that change.**

**The established goals of the project will form the foundation of the evaluation plan. Data collection will focus on a wide range of objective and subjective effects that are a result of the change of administrative philosophy.**

**The established goals of the project will form the foundation of the evaluation plan. Data collection will focus on a wide range of objective and subjective effects that are a result of the change of administrative philosophy.**

**The evaluation plan will not only examine the effects of school-based management on the major mission of the institution, the education of the children, but also the effect of the project on all the personnel who work together to help accomplish the mission--teachers, classified staff, and building administrators.**

## Project Goals

Finally, the project must induce a response from the parents and community. In the minds of the parents and citizens, is school-based management working? The evaluation plan will measure the degree of support and confidence that parents and citizens are willing to provide the project.

Four goals have been identified and established to provide general direction to the school-based management project in the Prince William County Public Schools. These goals are as follows:

- To improve the quality of all instructional programs presented to students.
- To provide a psychological climate in the building to enhance the effectiveness and satisfaction of all staff members.
- To building a high degree of confidence and support of the school programs by parents and community.
- To improve the decision-making process by allowing the staff to use their initiative to see new and creative problem-solving strategies.

After two years, the evaluation plan will assist in answering the basic question, to what extent has school-based management achieved its stated goals?

## Evaluation Components

In assessing the goals of the project, the evaluation design will focus on three major components for data gathering:

- Academic progress;
- Attitudinal change;
- Secondary elements impact.

The primary responsibility of the project evaluation is to collect the most objective data. This can be accomplished readily in the gathering of data related to academic progress and by the impact on the secondary elements through standardized test measures and reporting forms.

The measurement of attitudinal change is a more difficult challenge. The results do no lend themselves to numerical quantification. Care will be taken to select instruments that are tailored to meet the specific needs of the project and judged to provide valid data.

Academic Component

The academic progress of the students will be assessed by the most objective measures in the evaluation design. The following instruments and methods will be used to measure academic growth:

1. Standardized norm-referenced achievement scores: Iowa Test of Basic Skills, Grades 2-4-8; Test of Achievement and Performance, Grade 11.
2. Prince William County criterion-referenced tests: Language Arts and Mathematics, Grades 1-3-5-7-9-10.
3. Scholastic Achievement Tests (SAT): Graduating senior scores, verbal, math, and combined.
4. Advanced Placement Program: membership statistics, advanced placement test results.
5. Merit Scholarship Winners: number of scholarship winners.

SOURCE: Prince William County Public Schools, VA

**EPS/NSBA**
**Educational Policies Service of the**
**National School Boards Association**

**EPS Code: CF-R**

## SCHOOL BUILDING ADMINISTRATION
## (School Committees)

The following rules and regulations will govern the operation of school committees:

- each school in the system will have a school committee;
- the committee will consist of five members;
- originally one member was appointed by the Charlotte-Mecklenburg Board of Education for a term of one year, two for a term of two years, and two for a term of three years. Hereafter, the duly elected PTA president will automatically become a member of the committee and serve during his or her term of office, and reappointment of the PTA president to the committee will be for one additional three-year term at the discretion of the Board of Education. The other members of the committee will be appointed by the Board of Education for a term of three years, all appointments to be effective July 1, and will be eligible to serve for a maximum of two consecutive terms. In the case of co-presidents of the PTA, one of these will serve on the committee with membership to be determined by the individuals concerned. The Board of Education will fill any vacancies occurring in committee membership. A chairperson and a vice chairperson will be elected annually by members of the committee;
- each committee member will reside in the school attendance area except for parents of students who have been granted transfers by the Board to attend the school. In this case, the parent may be considered for membership on the committee. membership on the committee terminates when a school committee member moves from the attendance area;
- no committee member will serve on more than one school committee at the same time;
- no person while serving as a member of the Board of Education or serving as an employee of the Charlotte-Mecklenburg Schools or who is prohibited by the state constitution will be eligible to serve as a member of the school committee;
- it will be the duty and responsibility of the school committee to work with the principal, the faculty, and the parent-teacher executive board by providing advice, support, and guidance in matters relating to the general welfare of the school;

Sample policies (white paper), administrative rules (yellow paper), and exhibits (green) are distributed for demonstration purposes. Unless so noted, contents do not necessarily reflect official NSBA Policy. Any editing has been done only for space, style, or coding purposes.

**EPS/NSBA** | **EPS Code: CF-R**

*(Continued)* --

- it will be the responsibility of the school committee to act as liaison between the school board and lay citizens in the individual school attendance area for interpretation, review, and study of matters relating to the individual school;

- school committee members will be called upon from time to time to work with special groups on particular problems;

- the principal should meet normally with the committee and serve as secretary, keeping accurate minutes and providing copies of these minutes to each school committee member and the Communications Department for distribution to school board members and appropriate staff members;

- at the end of the school year, each committee will prepare an annual report on the general status and needs of the school with copies to be distributed in the same manner as minutes of committee meetings.

**SOURCE:** Charlotte-Mecklenburg Schools, Charlotte, NC
**DATE:** August 1989

## POLICY DEVELOPMENT PROCESS OF THE MILWAUKEE (WI) PUBLIC SCHOOLS

[Editor's Note: the Milwaukee Board of School Districts will be referred to as School Board; site-based management will be described as school-based management.]

On June 24, 1987 the School Board adopted the following policy:

> School-based management will be defined in Milwaukee Public Schools as a process of systematically empowering building-level personnel with the authority to make key decisions in the areas of educational planning and implementation, personnel, and material resources, consistent with state statutes, Board rules, policies and goals, and contractual obligations. These policies will need to be flexible and should be reviewed to ensure that they are enabling rather than constraining, and directed toward the ultimate end of the further professionalization of teaching. School-based management is seen as a developmental process, not a prescription of what must be in each individual school. We expect that each school involved in the process will develop its own plan for school-based management.

1) Each pilot school will have a school-based management council. The council's membership should consist of the following vested interest group: teachers; parents; community representatives; support staff; and, where appropriate, students.

   The school-based management council's functions may include, but not be restricted to the following:
   - school-based management plans
   - curriculum changes
   - staff positions
   - budget
   - student performance levels
   - goal setting
   - increasing parental and community involvement
   - needs of exceptional education students

2) Prior to the assignment of a principal to a pilot school, the school-based management council may, if it desires, meet with the superintendent to discuss the leadership qualities needed in its school.

3) When a vacancy occurs in the school-based management schools, the principal will have the opportunity to interview candidates and to make a recommendation to the superintendent, when all contractual obligations for personnel placement have been fulfilled.

The principal and the school-based management council can configure staff within the contract and the budget.

4) The Board will establish the overall academic (learning) expectations/standards for the system. The school is responsible to design curriculum necessary to meet those standards (e.g., certain expectations in math and reading). The policies and procedures governing existing curriculum and instruction decisions will be communicated to the schools.

   Teachers, working with the principal, will be allowed to make curriculum decisions within the framework of state statutes and Board policies and regulations.

5) Exceptional education programming will occur in school-based management schools. Decisions regarding how this should occur will be a function of the central office in consultation with the local school.

6) A system policy is to be developed to provide for a school-based management budgeting plan. The plan should include provision for decentralization of supplies, purchasing services, and equipment, and the establishment of school accounts for plant improvements, curriculum writing, and human relations.

   The carryover of surplus funds in accounts under the control of the principal will be permitted.

   The Board will assume the responsibility for working out the details of program weighting factors for school-based budget allocations.

7) Public relations matters not covered by Board policy are the responsibility of the schools.

8) The pilot phase for each set of schools will be three to five years.

9) Evaluation of school-based management schools will focus initially on the structural and programmatic changes evident in these schools. These changes, if they are forthcoming, should then be evaluated in regard to their effect on the behavior of children. This should be construed to be a multi-year process.

SOURCE: Milwaukee, WI Public Schools
DATE: June 24, 1987

BOARD RESOLUTION
(Adopted June 24, 1987)

Whereas, The Milwaukee Public Schools are committed to providing a quality education to all students in a manner which provides equality of educational opportunity; and

Whereas, We believe that each school is the appropriate unit where shared decisions, planning, and program implementation can result in improved educational outcomes for students; and

Whereas, We believe that school-based management is a viable process for facilitating the delivery of appropriate educational services; now, therefore, be it

Resolved, That the Milwaukee Public Schools school-based management system will provide for decentralization of decision-making authority; and be it further

Resolved, That the Board of School Directors will establish initial goals for school-based management; and be it further

Resolved, That the Board will allocate fiscal resources appropriate to implement the school-based management process; and be it further

Resolved, That the Board will oversee progress of the school-based management process by reviewing implementation timelines, interim evaluation reports, school plans for school-based management and other activities as the Board determines appropriate; and be it further

Resolved, That the Board will review existing policies and administrative practices to facilitate increased flexibility for schools under school-based management; and be it further

Resolved, That the Board will receive reports from the outside evaluator, and make an annual report to the community; and be it further

Resolved, That the Board does ratify the above with the signature of the Board President.

SCHOOL-BASED MANAGEMENT POLICY DEVELOPMENT PROCESS

- Board endorses principle. On Oct. 1986 the Board endorses the principle of school-based management and directs the superintendent to develop appropriate plans with a pilot project to begin in Sept. 1987. The matter was referred to the Committee on Instruction and Community Relations.

- Committees begin work. The committee designated a broad-based committee on school-based management consisting of an executive committee and seven subcommittees. Each subcommittee proceeded to investigate a different aspect of the school-based management process.
- Staff enlist outside resources to assist with staff training. Administrators from Edmonton, Alberta (Canada) schools consulted with the committee and presented workshops for school principals and central office staff. Instruction staff received information and training on school-based management using video technology.
- Subcommittees report and Board holds public hearings. Following release of the subcommittee reports in March 1987, the Board held public hearings and a work session with area legislators. After a summary of the meetings was published, the deputy superintendent briefed the principals.
- Executive committee convenes at a retreat. Executive committee meets with the subcommittee chairpersons at a one-day retreat. Carl Marburger, a national authority on school-based management, served as conference facilitator. During the session, participants reviewed the reports with the goals of identifying and clarifying the critical concepts and merging the papers into a "single, unified report for presentation to the Board."
- Feedback process set in motion. Executive committee submits report to the superintendent in May 1987. Report transmitted to the principals in May. Principals, in turn, distribute the report to staff members and advisory councils, asking for their input. Responses are compiled and given to the Instruction and Community Relations Committees.
- Administration recommendation goes to Board. Superintendent supports the committee recommendation for adoption and asks the Board to approve the working definition of school-based management, policies, and the resolution.
- Board adopts policy. On June 24 the Board, by a 7 to 2 vote, approved the school-based management policy and resolution.

SOURCE: Milwaukee, WI Public Schools
DATE: June 24, 1987

- CORRELATE TWO -

POLICY DEVELOPMENT

FOR

SCHOOL/SITE -BASED MANAGEMENT (GUIDELINES)

SELF-ASSESSMENT

1. **The school district has inspired and/or informed all concerned parties the rationale regarding the "Why?" and "What?" of school/site-based management?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **The governing board has established written policy and/or administrative regulations regarding school/site-based management?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **Specific guidelines for implementing school/site-based management have been established?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **School/site-based management teams operate from a written and public agenda which is provided prior to the meeting?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **Monthly or weekly calendar indicates dates, times, and location of school/site-based management team meetings?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. **Minutes are provided to all members of the school/site-based management team and staff members?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

7. **Minutes of school/site-based management team meetings are posted in school/site and/or public places?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

8. **"Pyramiding" communication networks have been established and are working effectively as a two-way means of communication?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

9. **Membership on the school/site-based management team is representative of parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

10. **Roles of governing board, central office administrators, school/site administrators, and team members as well as relationships are clearly defined?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

11. **Areas of decisions and decision-making authority are defined?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

12. **Evaluation of school/site-based management has been established?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

13. **All individuals who will be affected by school/site-based management team membership are Inspired and Informed?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

14. **Additional guidelines for school/site-based management are:**
(state additional guidelines) __ Yes __ Sort of __ No

_____
_____
_____
_____

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

# A WORKING HANDBOOK
# FOR
# IMPLEMENTING THE EIGHT CORRELATES
# OF
# SCHOOL/SITE-BASED MANAGEMENT©

## - CORRELATE THREE -
## SCHOOL/SITE-BASED MANAGEMENT TEAM MEMBERSHIP

### 3.0 Correlate Three - School/Site-Based Management Team Membership

**Membership** of the school/site-based management team **is a critical correlate.** The success of school/site-based management will be significantly dependent on its membership.

Members of a school/site-based management team should be representative of individuals who have **both formal and informal power** of influence. They should represent parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel. They should have **a strong commitment for increasing student achievement** and **success.** Each member must assume the **responsibility** to be fully informed and be supportive to the school's or site's vision, mission, goals, objectives, standards of achievement, and plans of action. Multi-communication networks, established by each member, are essential for the success of school/site-based management.

Membership on the school/site-based management team will usually range from nine (9) to fifteen (15) depending on the size of the school/site. A school/site-based management team may find it necessary to establish ad hoc task committees to research and recommend options regarding activities designed to accomplish a desired goal for increasing student achievement. **All** special area and special interest groups should have representation on the school/site-based management team as a team member.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE THREE
SCHOOL/SITE-BASED MANAGEMENT TEAM MEMBERSHIP

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

The following elements should be considered regarding school/site-based management team membership:

3.1 Members may be selected via voluntary participation or election.

3.2 Members should be representative of all designated constituents, special areas and special interest groups.

3.3 Rotation of membership may be at the discretion of each team.

3.4 Members should include parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel.

3.5 Members should designate a chair and co-chair.

3.6 The principal or site supervisor must be a member of the school/site-based teams.

3.7 All meetings should be open.

3.8 Members should determine the decision-making process within their team.

3.9 Each local school/site may determine its ad hoc committees and its members.

3.10 Representatives of district-level management teams should be exofficio members or resource persons of a local school/site-based management team.

3.11 Ad hoc (temporary) task forces may be established to research and recommend options for accomplishing a desired school/site-based management team goal.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE THREE
SCHOOL/SITE-BASED MANAGEMENT TEAM MEMBERSHIP

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

3.12 Membership may range from nine (9) to fifteen (15) members depending on size of the school/site.

3.13 A school/site-based management team may establish special "implementation" "plan of action" teams.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE THREE
SCHOOL/SITE-BASED MANAGEMENT TEAM MEMBERSHIP

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## - CORRELATE THREE -
## SCHOOL/SITE-BASED MANAGEMENT TEAM MEMBERSHIP
## SELF-ASSESSMENT

1. **Members are representative of parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **Members are selected on a volunteer and/or election process?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **Membership is rotated?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **A chair and/or co-chair has been designated?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **All meetings are open?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. **A decision-making process has been determined within the school/site-based management teams?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

7. **Central office representatives are used as resource personnel to school/site-based management teams?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

8. **School/site-based management team members represent both informal and formal power of influence?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

9. **The principal/site supervisor is a member of the school/site-based management team?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

10. **Membership of the school/site-based management team ranges from nine (9) to fifteen (15) members?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

11. **Special ad hoc committees have been established?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

12. **All special area or interest groups are represented on school/site-based management team?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

13. **Members of the school/site-based management team are well informed and effective communicators through a multi-level communication network?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

14. **School/site-based management team membership may:**
**(state additional conditions for team membership)**

__ Yes __ Sort of __ No

_____

_____

_____

_____

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

A WORKING HANDBOOK

FOR

IMPLEMENTING THE EIGHT CORRELATES

OF

SCHOOL/SITE-BASED MANAGEMENT

- CORRELATE FOUR -

ROLES AND RELATIONSHIPS

## 4.0 Correlate Four - Roles and Relationships

### 4.1 Enablement and Empowerment

One of the major advantages of school/site-based management is its ability to use the expertise of staff and community. Staff and community members should be involved in the decision-making process if school/site-based management is to work.

However, that does not mean that **all** staff and members of the community may be involved in making **all** decisions. Large numbers of staff and members of the community may be involved in establishing vision, mission, goals, objectives, and standards of achievement. However, plans of action for implementation may be accomplished by representatives of the school/site-based management team.

It is clear that school/site-based management teams should be both empowered and enabled. **Empowerment** through shared decision-making processes **enables** each to become more likely to support what they are dedicated to accomplish at the school or site. School/site-based management should not blur the lines of authority and responsibility. One of the goals of **empowerment** and **enablement** for members of the school/site-based management team level is to ensure that as many as possible share this authority and responsibility. Most important, is that the school/site-based management team does not become a mini-central office at the school/site with only a few who are informed and empowered. Authority and responsibility must be delegated to greater numbers of the school/site community.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## 4.2 Role of Governing Board

The governing board is created by state law and members take an oath of office swearing to uphold the laws of the state.

The governing board has the **responsibility** and **authority** for the operations of the district. However, they may delegate a significant part of that responsibility and authority to the superintendent who serves as their chief executive officer (CEO).

They have the **sole** responsibility of establishing all policies for the district. They do delegate the responsibility for implementing those policies and hold the superintendent fully accountable to ensure that all policies are implemented. They are also **fiscally** responsible to the taxpayers of the district and state.

It must be clear that a school/site-based management team should not become a "mini school board." The governing board, exercising its policy-making authority may authorize its superintendent to implement the following:

> Establish school/site-based management teams at each school/site where as parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel working together share the responsibility and authority for increasing student achievement and success at each school.

### 4.2.1 • Decision Areas of Governing Board

A governing board may determine that the following areas of decisions be at the governing board level:

4.2.1.1 Establish, revise, and adopt all district policies.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

4.2.1.2 **Adopt district-wide vision, mission, goals, objectives, and standards of achievement.**

4.2.1.3 Evaluate and take action on all district-level school/site-based management team recommendations forwarded to the governing board.

4.2.1.4 **Monitor and audit** student fiscal and educational programs as appropriate.

4.2.1.5 **Evaluate district goals,** objectives, and standards of measurement.

4.2.1.6 Nurture parent, patron, and school personnel involvement in the decision-making process while maintaining a high level of accountability.

4.2.1.7 Serve as a facilitator to parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel, and government which may provide appropriate action and enable the district to accomplish its mission, goals, objectives. and standards of achievement through the appropriation of resources.

4.2.1.8 **Enable risk-taking** for those who desire to restructure the educational system.

4.2.1.9 **Champion adequate funding** for mandated programs which have been legislated by government, state board of education, and business through effective lobbying by the governing board.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

4.2.1.10 Determine the **"what"** is to be accomplished by the school district through adopted statements of its vision, mission, goals, objectives, and standards of achievement.

4.2.1.11 **Ensure that the district budgets and policies focus** on the district mission, goals, and objectives and that each board member is knowledgeable in each of these areas.

## 4.3 Role of Superintendent and District Administration

The superintendent and district administration are responsible for the implementation, monitoring and evaluation of governing board policy, administrative regulations, guidelines and procedures.

District administration is accountable to ensure that, wherever possible, decentralization of decision-making areas are delegated to the appropriate levels and, that the authority and responsibility is re-delegated to staff and community members of school/site-based management teams. Additionally, district administration both empowers and enables each team with implementation of their decisions and/or recommendations. Because the governing board has the final authority, the district administration and superintendent may only have the authority to recommend proposed revisions in governing board policy.

### 4.3.1 Decision Areas of Superintendent and District Administration

District-level decisions and/or recommendations submitted by team members which may continue to be made are:

4.3.1.1 Developing district-wide priorities.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

4.3.1.2 Developing criteria for school and district community report cards.

4.3.1.3 Developing education objectives and essential skills for students at each grade level.

4.3.1.4 Developing scope and sequence curriculum to meet objectives and skills.

4.3.1.5 Developing the district's budget.

4.3.1.6 Supervising capital expenditures - new construction, major repairs, etc.

4.3.1.7 Developing plans of action which may implement district-wide goals, objectives and standards of measurement.

4.3.1.8 Coordination of educational, business, personnel, transportation, maintenance, and food services.

## 4.4 Role of Principals and Supervisors

Effective schools and sites have effective leaders.

The principal or site supervisor sees the entire operation of the school or site. That gives the principal or supervisor an ever more important role to play in a system of school/site-based management. Although many other members of the school/site teams may be involved in the decision-making process, the principal or supervisor may have the perspective of seeing all aspects of the operation.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

Principals and supervisors may be delegated increased authority and responsibility under a system of site-based management. The principal or supervisor may be held fully accountable for decisions that are made. Therefore, it is imperative that the principal or supervisor is open and clear about what areas of decisions may be made and whether the decision level is **Consensus, Consultative,** or **Command.**

Pursuant to consultation with the site-based management team, the principal or site supervisor, in the final analysis, must ensure full accountability for the determination of what type of decisions for each area may be through **consensus, consultative,** or **command.** There may be a necessity for certain areas of decisions to be in the consultative mode when it is in the best interest of the school's or site's primary client...the student.

### 4.4.1 Decision Areas of Principals and Supervisors

The following areas for decisions/recommendations may be established for each school and/or site as appropriate which include but are not limited to:

4.4.1.1 Facilities

4.4.1.2 Staffing

4.4.1.3 Instructional methodologies

4.4.1.4 Curriculum content/skills

4.4.1.5 Student behavior

4.4.1.6 Strategic planning

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

4.4.1.7 Tactical planning

4.4.1.8 Fiscal

4.4.1.9 Student achievement

4.4.1.10 Staff development

4.4.1.11 Public relations

4.4.1.12 Community Report Card

4.4.1.13 Team structures

4.4.1.14 Plans of Action for accomplishing the **"What"** (product) through the **"How To"** (process).

## 4.5 Role of School/Site-Based Management Team

Effective leadership may not be the sole role or responsibility of the superintendent, central office administration, principals, or supervisors. Under a system of school/site-based management, others in the school community--including parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel--may assume the leadership role for designing and implementing programs that meet the school's or site's mission, goals, and objectives for student learning.

As mentioned in the sections of "Statement of Purpose" (Correlate One) and "Authority/Decentralization of Responsibility" (Correlate Five), the degree of delegated authority to each school/site-based management team is determined by the high level of trust and confidence as each member of the team accepts the responsibility for decisions made by the team.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

### 4.5.1 Decision Areas of School/Site-Based Management Team

The following areas for decisions/recommendations may be established for each school and/or site as appropriate which include but are not limited to:

4.5.1.1 Facilities

4.5.1.2 Staffing

4.5.1.3 Instructional methodologies

4.5.1.4 Curriculum content/skills

4.5.1.5 Student behavior

4.5.1.6 Strategic planning

4.5.1.7 Tactical planning

4.5.1.8 Fiscal

4.5.1.9 Student achievement

4.5.1.10 Staff development

4.5.1.11 Public relations

4.5.1.12 Community Report Card

4.5.1.13 Team structures

4.5.1.14 Plans of Action for accomplishing the **"What"** (product through the **"How To"** (process).

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## 4.6 Governance of Public Schools

The State of Arizona Superintendents in January, 1992, advocated its position regarding the governance of public schools in Arizona. The following official position of the Arizona Superintendents is provided to the users of this Working Handbook as a sample of roles and relationships for governing boards, school districts, administration, and schools of school districts.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FOUR
ROLES AND RELATIONSHIPS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

# STATE OF ARIZONA SUPERINTENDENTS OFFICIAL STATEMENT OF POSITION AND ACTION REGARDING

## GOVERNANCE OF ARIZONA PUBLIC SCHOOLS JANUARY 1992

This document is based on the following premise:

> **The Superintendents of the State of Arizona advocate decentralization of authority and decision-making assigned to the appropriate level of responsibility which will result in increasing student achievement and success. The Superintendents adopt the proposition that each district shall have authority, through the leadership of the Governing Board, to develop and implement a decentralized plan which best meets the educational needs of students and the local community. (Any state plan or specified set of standardized guidelines mandated for all districts and schools would not meet the needs of individual communities and educational programs.) Therefore, it is extremely important that each district choose and implement the decentralized shared decision-making plan that is to be implemented within that district. The democratic process of electing representatives from the community to the local non-bureaucratic Governing Board must be maintained. This will continue to support an open and free public school education system and ensures the best interest of a community is served through elected representatives. The superintendents propose that the State Board of Education, Arizona Department of Education, and County Superintendent provide support services as requested by local school districts.**

### Definition and Purpose

Restructuring the **Governance of Arizona Public Schools** must truly focus on the required changes necessary in the areas of **Roles, Rules, Relationships and Results**--The four (4) "R's" for restructuring.

Increasing **student achievement and success** is the ultimate goal and one of the primary reasons for effective and efficient governance of Arizona Public Schools.

The Governance of Arizona Public Schools must be structured to guarantee equal educational opportunity for **all** school-aged youth. The citizenship must protect a structure that will continue to improve its operation which will ensure a quality education to **all** students.

**Restructuring and Decentralization** of the decision-making **process** must flourish through the leadership of elected lay representation to a local Governing Board. It is the local Governing Board that serves the interest of public education. They defend the rights of students, parents, patrons, business and taxpayers for accountability of governance of local schools that protect the best **interest** of **students.**

**Definition and Purpose** (continued)

The overall **purpose** of decentralization is to enable people closest to the activity or task to be involved in the decision-making process. Decentralization or site-based decision making is a commitment to place maximum educational planning, management of personnel and material resources, and accountability with **appropriate** authority at each school and support service unit. Therefore, site-based decision making is a form of decentralization and restructuring. It identifies the individual school or support unit as the primary force of improvement of education and on the redistribution of decision-making as the primary means through which improvements may be stimulated and sustained. Site-based management envisions the following advantages.

It:

- Formally recognizes the expertise and competence for those who work in the individual schools and units to make decisions which will improve student learning
- Gives teachers, staff, parents, patrons and the community increased input into decisions because they are closest to the activity or task
- Improves staff efficacy because staff members see how they can have immediate impact on their environment
- Significantly involves all staff in in-service educational programs at the unit and site. Such programs increase the knowledge and skills of each staff members which enables increased competency for decision-making
- Focuses accountability for decisions
- Brings both financial and instructional resources in alignment with instructional goals developed at each school and unit
- Assists in improving services and programs to students
- Nurtures and stimulates new leadership at all levels
- Increases both the quantity and quality of communication

**Roles, Rules, Relationships and Results**

The following are only examples of decentralization decision-making areas for Governing Boards, School District Administration, and Schools:

**School District Governing Boards**

**As elected representatives of the community, the Governing Board shall, as provided by Arizona Constitution and Revised Statutes, be accountable and responsible for, but not limited to, the following:**

- Establishing and adopting all district policies
- Hiring the superintendent as its chief executive officer
- Promoting shared vision, goals, and objectives for increasing student achievement and success which facilitates a long-range planning process
- Establishing student competencies which meet and/or exceed State requirements

**School District Governing Boards** (continued)

- Ensuring fiscal accountability
- Establishing salary schedules for all district personnel
- Taking action on recommendations for the hiring and terminating of personnel
- Establishing curriculum and instructional parameters for the district
- Establishing long-range capital improvement plans
- Taking action on recommendations regarding curriculum and instruction improvement
- Taking action on recommended plan of action for site-based management

**School District Administration**

**All functions and operations of the district administration shall be authorized through approved Governing Board policy. The following are examples of function and operation of school district administration:**

- Provides centralized support services which benefit from economies of scale
- Evaluates accomplishment of district vision, goals, and objectives through program audits
- Conducts educational and fiscal program audits and reports accomplishment of the district's and school-level vision, goals, and objectives for increasing student achievement and success to the Governing Board
- Coordinates all centralized services (e.g., personnel, transportation, food services, maintenance)
- Ensures compliance of all Federal, State, and local governing board requirements
- Provides technical assistance to local schools regarding implementation of instructional and curriculum parameters as adopted by the district governing board
- Ensures "common goal" for all schools
- Recommends curriculum and instructional improvements to the Governing Board
- Implements systems for evaluation of curriculum, instruction and personnel
- Recommends employment and termination for all district personnel to the Governing Board
- Develops and implements budgets approved by the Governing Board
- Provides annual "Report Card" to communities
- Selects and implements multi-assessment instruments for determining student achievement
- Provides accounts payable and receivable, as well as payroll functions
- Provides financial accounting for revenues and expenditures

Schools of School Districts

**Each school shall operate within established Governing Board policy and regulations for decentralized activity. Such activities include, but are not limited to, the following:**

- Recommends to the Governing Board in collaboration with staff, parents, students (when appropriate), patrons, business representatives, community members, and taxpayers, a plan of action within parameters established by the local Governing Board, for site-based decision making
- Sets vision, goals, and objectives for individual school
- Reports measurement of progress toward State and local goals
- Monitors compliance with all Federal, State, and local district requirements
- Selects and implements curriculum, skills, content and instructional methods which meet the State, district, and individual student competency standards of achievement and success which are in alignment with governing board parameters
- Develops and implements local school budgets
- Develops and implements standards for student behavior
- Participates in the coordination of programs across schools (i.e., vertical and horizontal articulation)
- Recommends the employment and termination of all school level staff to district office
- Allocates all approved operating and capital funds which assist the school to accomplish its goals and objectives
- Provides program evaluation/research, inservice training, and parent/patron academics

Governance
DDC:TDW
01•22•92

For further information contact:

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Creighton Elementary School District
2702 East Flower Street
Phoenix AZ 85016-7498
Telephone (602) 381-6018

## - CORRELATE FOUR -
## ROLES AND RELATIONSHIPS
## SELF-ASSESSMENT

1. **Role definition has been established for governing board?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Role definition has been established for superintendent?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Role definition has been established for central office personnel?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Role definition has been established for principal/supervisor?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Role definition has been established for school/site-based management team members include (parents, patrons, business and community representatives, students [when appropriate], administrators, teachers, and classified personnel)?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **Specific interpersonal relationships have been established with all parties involved on school/site-based management teams?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **A determination of the "what" (product) (i.e., vision, mission, goals, objectives, and standards of achievement) has been adopted by the governing board?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **Plans of action, the "how to" (process) have been developed to accomplish the "what" (product) by school/site-based management team?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **Decision areas have been established for** the governing board?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Decision areas have been established for the superintendent and district administration?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Decision areas have been established for the principal/supervisor?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Decision areas have been established for the school/site-based management team?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. **Specific responsibility of consequence of decisions has been determined?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

7. **Parameters have been established in order that school/site-based management teams can operate within a risk-taking environment?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

8. **Roles and responsibilities school/site-based management team could include?** (state additional responsibilities) __ Yes __ Sort of __ No

_____

_____

_____

_____

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

A WORKING HANDBOOK
FOR
IMPLEMENTING THE EIGHT CORRELATES
OF
SCHOOL/SITE BASED MANAGEMENT©

- CORRELATE FIVE -
AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

## 5.0 Authority/Decentralization of Responsibility

With authority comes responsibility. It is incumbent upon each member of a school/site-based management team, administration, and community to accept responsibilities which may result in increased authority, trust, and confidence in the competence of each team member.

### 5.1 Legal Authority of the Governing Board

It is important to remember that the governing board has the legal authority of the district. They may delegate significant authority to the superintendent. School/site-based management **does not** change the legal governance system of the district. The governing board may not legally give up authority by sharing authority. The superintendent or site-based management teams should not become "mini school boards".

### 5.2 Authority and Responsibility of Team Members

5.2.1 **Access to Information.** Any decision is only as good as the information on which it is based. School/site-based management teams will require accurate, equality of access, and timely information for their decision-making.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FIVE
AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

Team members will be responsible for gathering pertinent information for decision-making. A short list of information that a school/site-based management team may collect on a regular basis includes but not limited to:

5.2.1.1 **Community and national trends** (demographic, economic, political, social, and educational).

5.2.1.2 **Board and community leaders' concerns and interests.**

5.2.1.3 **Community and parent goals** for students and reactions to school performance and Community Report Cards.

5.2.1.4 **Aggregated and disaggregated student performance records.**

5.2.1.5 **Availability and utilization** of necessary resources including revenues, facilities, personnel, equipment, etc.

5.2.1.6 **Policy and understanding.** School/site-based management teams have the responsibility to accomplish the expectations which the governing board has set forth in the district's vision, mission, goals, objectives, and standards of achievement. Therefore, the implementation of the following is incumbent upon each member of the appropriate school/site-based management team:

5.2.1.6.1 Mission

5.2.1.6.2 Goals

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE FIVE
# AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

5.2.1.6.3 Standards of Achievement

5.2.1.6.4 Plans of Action

5.2.2 **Communication.** School/site-based management is an inclusionary process. Team members are involved in making significant decisions. For school/site-based management to work systematic **"two-way"** and **"multi-level network"** communication between all parties must be a high priority.

5.2.2.1 Ensuring that rationale is provided for both positive and negative decisions.

5.2.2.2 Recognizing and observing, when decisions are made and plans of action are implemented, governing board policies, administrative and school/site regulations and procedures are followed.

5.2.3 **New budgeting practice.** School/site-based management also means school/site-based budgeting. This means that when the school/site budget allocations have been determined (formula driven), individual schools and sites may have greater latitude in determining how best to allocate and expend resources to meet student needs and accomplish plans of action. In turn schools and sites may be much more accountable for the results they achieve.

5.2.4 **Maintaining ethical and positive interpersonal practices.**

5.2.4.1 Making decision within their authority.

5.2.4.2 Supporting decisions which have been made by the team.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE FIVE
# AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

5.2.4.3 Implementing assigned activities and/or responsibilities.

5.2.5 **Staff development and training.** Programs which assist team members to increase their knowledge, skills and abilities for making decisions in a variety of areas is imperative. Training needs to focus on developing decision-making skills, brainstorming, corrective problem solving, group dynamics, leadership, strategic and tactical planning to name a few.

5.2.6. **Time.** School/site-based management involves the entire school or site community in establishing the mission, goals, objectives, and plans of action, implementing, monitoring, and evaluating programs. Obviously, such activities take time and each site needs to plan accordingly to find **"creative time"** required by school/site-based management.

As competence and confidence increases by each team member, each may acquire more authority, autonomy, and freedom to act for what is in the best interest of students.

The following paradigm (see page 5.0-5) illustrates the integration of a variety of activities to assist in developing vision and mission based on student profiles which result in establishing school/site level goals. Once goals have been established at the local site, then school/site-based management team members develop plans of actions to accomplish the school's/site's goals.

If the plan of action (see page 5.0-6) impacts only the local school, the plan may be immediately implemented. However, if the plan involves or impacts additional schools and/or support sites then the governing board will need to take action on the school's plan of action. If the governing board approves the plan then it is implemented. After an appropriate time has passed an evaluation should be made to determine if the plan of action has accomplished the stated goals.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FIVE
AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

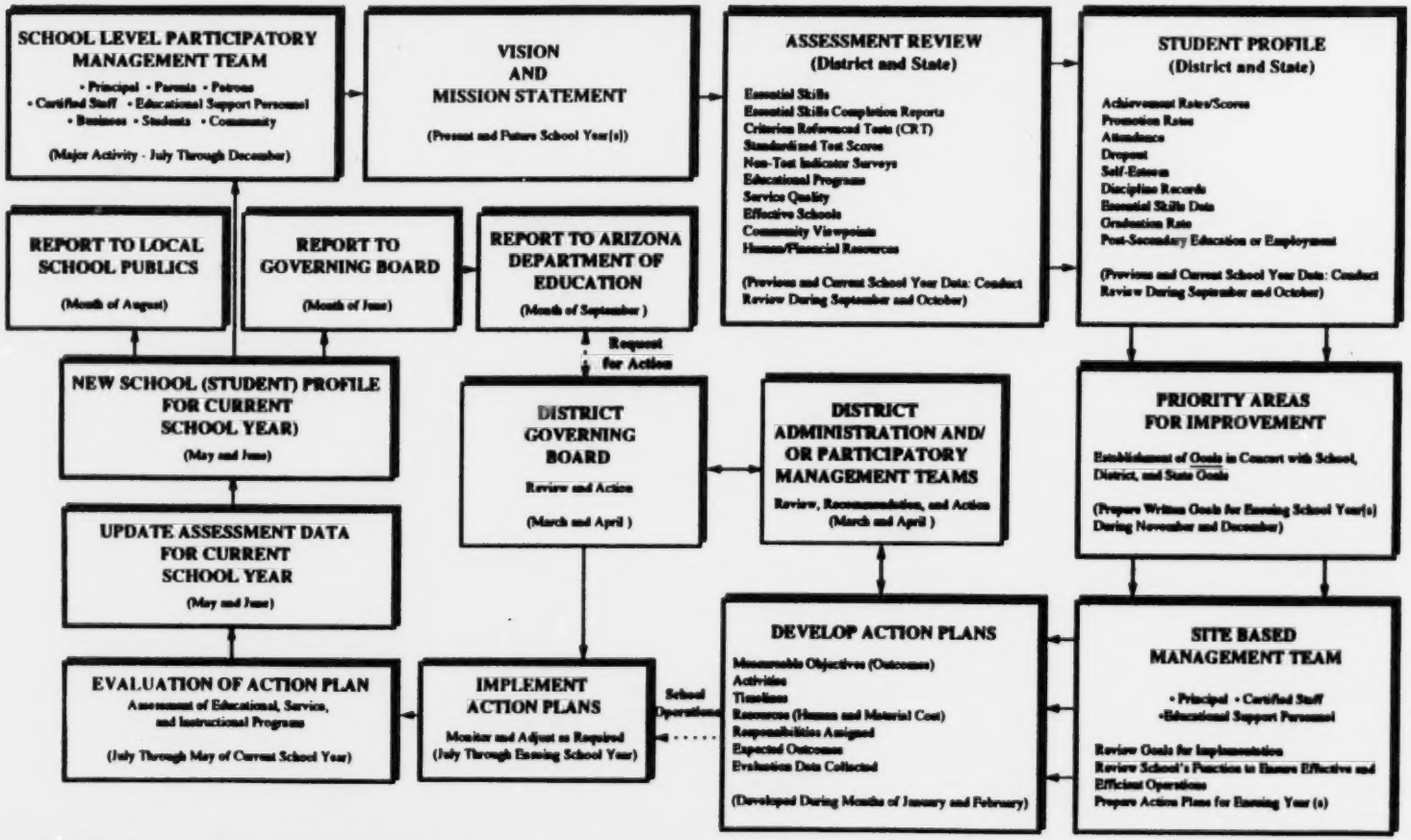
ACTION TO BE TAKEN

1.

2.

3.

# SCHOOL LEVEL ACCOUNTABILITY PLANNING AND IMPLEMENTATION PROCESS


SCHOOL LEVEL PARTICIPATORY MANAGEMENT TEAM
• Principal • Parents • Patrons
• Certified Staff • Educational Support Personnel
• Business • Students • Community
(Major Activity - July Through December)
VISION AND MISSION STATEMENT
(Present and Future School Year(s))
ASSESSMENT REVIEW (District and State)
Essential Skills
Essential Skills Completion Reports
Criterion Referenced Tests (CRT)
Standardized Test Scores
Non-Test Indicator Surveys
Educational Programs
Service Quality
Effective Schools
Community Viewpoints
Human/Financial Resources
(Previous and Current School Year Data: Conduct Review During September and October)
STUDENT PROFILE (District and State)
Achievement Rates/Scores
Promotion Rates
Attendance
Dropout
Self-Esteem
Discipline Records
Essential Skills Data
Graduation Rate
Post-Secondary Education or Employment
(Previous and Current School Year Data: Conduct Review During September and October)
REPORT TO LOCAL SCHOOL PUBLICS
(Month of August)
REPORT TO GOVERNING BOARD
(Month of June)
REPORT TO ARIZONA DEPARTMENT OF EDUCATION
(Month of September)
Request for Action
NEW SCHOOL (STUDENT) PROFILE FOR CURRENT SCHOOL YEAR)
(May and June)
DISTRICT GOVERNING BOARD
Review and Action
(March and April)
DISTRICT ADMINISTRATION AND/ OR PARTICIPATORY MANAGEMENT TEAMS
Review, Recommendation, and Action
(March and April)
PRIORITY AREAS FOR IMPROVEMENT
Establishment of Goals in Concert with School, District, and State Goals
(Prepare Written Goals for Ensuing School Year(s) During November and December)
UPDATE ASSESSMENT DATA FOR CURRENT SCHOOL YEAR
(May and June)
DEVELOP ACTION PLANS
Measurable Objectives (Outcomes)
Activities
Timelines
Resources (Human and Material Cost)
Responsibilities Assigned
Expected Outcomes
Evaluation Data Collected
(Developed During Months of January and February)
SITE BASED MANAGEMENT TEAM
• Principal • Certified Staff
•Educational Support Personnel
Review Goals for Implementation
Review School's Function to Ensure Effective and Efficient Operations
Prepare Action Plans for Ensuing Year (s)
EVALUATION OF ACTION PLAN
Assessment of Educational, Service, and Instructional Programs
(July Through May of Current School Year)
IMPLEMENT ACTION PLANS
Monitor and Adjust as Required
(July Through Ensuing School Year)
School Operations

**CREDIT TO:** CREIGHTON ELEMENTARY SCHOOL DISTRICT
PHOENIX, ARIZONA
DR. DONALD D. COVEY, SUPERINTENDENT

DDC:VLW
October, 1989

*CREIGHTON ELEMENTARY SCHOOL DISTRICT*
*PLAN OF ACTION*
*FOR*

_____

**I. STRATEGIC PLAN**
**STATEMENT OF NEED OR CONCERN:** _____

**GOAL STATEMENT:** _____

**Date** _____
**Priority** _____
**Date to be Completed** _____

**II. TACTICAL PLAN**

| Objectives (Measurable) | Activities | Date To Be Completed | Resources | | Person(s) Responsible | Evaluation |
|---|---|---|---|---|---|---|
| | | | Human | Material | | |
| | | | | | | |

117

118

DDC:VLW
05-09-89

5.0-6

- Correlate Five - Authority/Decentralization of Responsibility

The school/site-based management team will be responsible to communicate the results through a school/community report card (see sample format pages 5.0-8 through 19) and provide such data to the school's local team and staff, district administrators, governing board, and others as appropriate.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FIVE
AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

# Alamo Elementary School

250 23rd Avenue, San Francisco, CA 94121, Phone (415) 752-8244
**Ms. Dorothy E. Quinones, Principal**

## *1991-1992 School Accountability Report Card*

San Francisco Unified School District — Fall, 1991

## District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.
In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.
The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✔), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

## School Description

Alamo is a neighborhood school which has served the Richmond district since 1926. The large, ethnically diverse student population provides an opportunity for students to learn about the richness of many cultures. A strong academic and enrichment program is provided to develop intellectual, physical, social and emotional growth for a diverse range of children. The dedicated, hard-working staff is recognized districtwide for leadership in math and science. The thematic approach to a literature-based program incorporating reading, oral language development, writing, and Social Studies is evident throughout the school. The newly-instituted Tribes program strengthens the self esteem of all children and amplifies Alamo's traditional motto: BE A FRIEND.

As a Clinical School, our model staff exemplifies effective teaching strategies for beginning teachers. Our 375 registered, trained volunteers work in all phases of our program, organizing Discovery Days and Grandparents' Day, participating on field trips, and providing thousands of logged hours of on-site assistance. Parents who are not available during the school day attend "Brown Bag Workshops" and evening meetings to show support of school activities. Parents, staff and students, working together, have made Alamo a California Distinguished School. Despite funding cuts, we are determined to ensure Alamo's continued excellence.

## Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. The Alamo Staff is involved in Bay Area Writing Project Workshops, AIMS, Math Leadership, Math Solutions, and City Science. Alamo teachers are identified for their expertise in curriculum areas and requested to present district workshops in math, science, social studies, literature, music, and sheltered English. The school is participating in the Clinical Schools Project with San Francisco State University. Several teachers are involved in a TEAM ART GRANT through the San Francisco Education Fund. The entire staff participated in a three-day summer "TRIBES" workshop designed to improve students self-esteem as well as improve learning and achievement.

| | | | | | |
|---|---|---|---|---|---|
| Grade Span: | K-5 | Student Enrollment: | 673 | LEP/NEP*: | 16.8% |
| Building (sq.ft.): | 47,600 | Average Daily Attendance: | 99.7% | Special Education: | 3.9% |
| Yr of Construction: | 1926 | Optional Enrollment Requests: | 15.6% | EDY**: | 15.9% |
| Children Center: Yes ☐ No ☑ | | Pre-K: Yes ☐ No ☑ | | GATE: | 16.2% |

413-11/1/91 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

This document is prepared in compliance with Proposition 98 and Ed. Code 33126

## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. The Speech Therapist, Resource Specialist, Student Advisor, and Child Study Team meet weekly regarding potential at-risk students.

We also confer frequently with parents to develop strategies for student success. Paraprofessionals staff the library, computer, and Sensory Motor. In keeping with our school motto, BE A FRIEND, and TRIBES students are encouraged to resolve peer conflicts through dialogue.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Alamo, attendance for the year was 99.7%, excused absences were 2.9%, unexcused absences were 0.3% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more.

To keep our attendance high, school activities are designed to promote self-esteem. All absences are verified and students are given assignments to ensure progress during absence from school.

*Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.* ☑

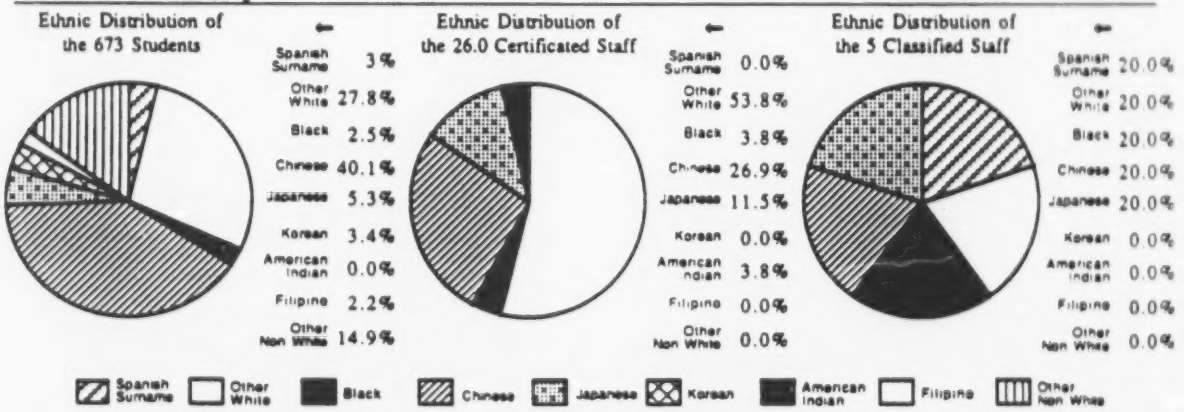
## Teacher Assignment

Out of 3,103 certificated in the District's schools, none are teaching out of their credentialed areas. At Alamo, all teachers are teaching in the areas in which they are credentialed. Alamo has one credentialed Chinese Bilingual teacher and two district designated English Language Specialists. Nine other teachers are pursuing this certification to meet the needs of the LEP/NEP students.

## Class Size

| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|---|---|---|---|---|
| K | 31.2 | 28 | 27.7 | 29.2 |
| 1 | 26.0 | 24 | 26.3 | 28.5 |
| 2 | 26.0 | 24 | 26.0 | 26.7 |
| 3 | 29.8 | 25 | 27.5 | 28.2 |
| 4 | 32.2 | 30 | 27.3 | 31.2 |
| 5 | 32.2 | 30 | 29.0 | 31.6 |

## Ethnic Diversity




*Objective 4a: When filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.* ☐

Alamo School did not meet this objective because the school district eliminated half of the Assistant Principal position thereby decreasing the Chinese representation of the staff. This year there was no provision for interviewing prospective staff members, so it was not possible to increase minority representation.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

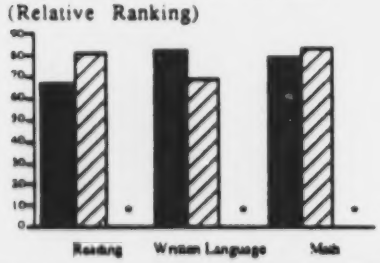
## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Alamo, 8 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: "Here's Looking at You 2000, Cooperative Learning, 'TRIBES', organized Student Council, and an active parent participation program reinforce the school motto, BE A FRIEND."

*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.* ☐

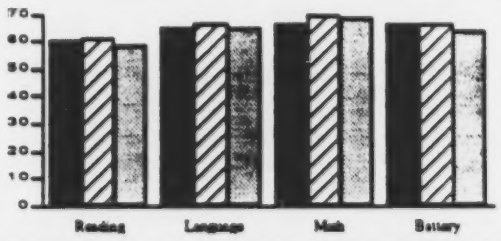
## Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)




88-89
89-90
90-91

CTBS (Combined [K-5] Normal Curve Equivalents)




LEP/NEP = 16.8% | Special Education = 3.9% | EDY = 15.9% | GATE & High Potential = 16.2%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

*Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.* * Not administered

*Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.* ☐

*Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.* ☑

## Quality of School Instruction and Leadership

Wide use of manipulatives in Math, "hands-on" Science, and a literature based integrated language arts program are enriched with field trips, multicultural activities, library programs, and computer education to move students beyond the academic goals of the district. The site administrator supports a wide range of teaching styles, and a variety of instructional approaches in order to provide equal access to the curriculum for all students. The administrator meets regularly with staff, Faculty Council, PTA, Site Council, and Volunteer Committees to provide for input and shared decision making.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON

| | * STATE | SFUSD |
|---|---|---|
| Beginning Teacher Salary | 25,131 | 25,715 |
| Mid-range Teacher Salary | 37,672 | 39,831 |
| Highest Teacher Salary | 46,240 | 44,960 |
| Principal's Average Salary | 61,700 | 59,843 |
| Superintendent Salary | 105,022 | 110,000 |

* Districts over 25,000 ADA

## Substitute Teachers

During the Spring of the 1990-91 school year, the Alamo teacher attendance rate was 93%. When a substitute was not available, students were equally divided among other classrooms at grade level.

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is $1.7 million. Currently the average cost of a textbook is $30. At Alamo School, teachers select supplemental materials to remediate and enrich instruction. The IDEA Kit, Carousel of Ideas, Peabody Kit and other language development materials are used for LEP/NEP students. Math manipulatives, AIMS materials, Junior Great Books, Graphic Learning, field trips, and performing arts groups extend learning opportunities and enhance instruction according to students' needs.

## School Facilities and Safety

***Current Conditions:***

Alamo School was recently painted and the roof was replaced. The Student Council planted a tree in front of the school. New carpeting was installed in the library and three classrooms. Students designed and created colorful hanging banners to exemplify school spirit.

***Planned Improvements:***

The site is continually monitored for safety and esthetic concerns. Carpentry, plumbing, and electrical repairs are made as necessary. A student mural is planned for the school library.

***Needed Improvements:***

Alamo's play structure/mat, furniture and carpets need replacing. The schoolyard needs resurfacing and repainting. Ventilation needs to be improved throughout the building, particularly in the Computer Lab. Hallway walls are needed for four classrooms.

*Objective 3b: The appearance of the school site will be improved* ☑

## Parent Involvement

Parents participate in the PTA, SSC, and Volunteer Program. The PTA funds equipment and educational materials. The SSC is staffed by administrators, teachers, paraprofessionals, and parents. They meet regularly to plan, implement, and evaluate the school's programs. Directed by the Volunteer Coordinators, parents work in classrooms, library, sensory motor, field trips, hospitality, the school newspaper, and support school-wide thematic enrichment programs. LEP and working parents attend Brown Bag Workshops to make materials needed by teachers. Trained volunteers also run the Junior Great Books Program.

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.* ☑

***If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.***

***Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.***

***Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa paggapaliwanag ng mga dukumentong ito sa Pilipino.***

***Xin goi diên thoai cho nhà truòng dê biêt ngày huóng dân và cát nghia vê tài liêu này bang tiêng Viêt.***

請打電話向學校詢問有關計劃課程等以供之中文說明文件

San Francisco Unified School District
135 Van Ness Avenue
San Francisco, CA 94102
Attn: Alamo Elementary School

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# Aptos Middle School

105 Aptos Avenue, San Francisco, CA 94127, Phone (415) 586-6194
**Ms. Adelemarie Dunne, Principal**

## *1991-1992 School Accountability Report Card*

San Francisco Unified School District — Fall, 1991

## District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.
In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.
The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✔), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

## School Description

Aptos Middle School is "reaching for excellence." We are in Stage 2 of the Restructuring Process. We, at Aptos, believe we are a family where ethnic diversity is our strength and all the groups at Aptos work together as a team and as a family. Most Aptos students are from the surrounding area, but 30% of our students come from the Mission District and another 12% select Aptos through OERs. We have been adopted by IBM and this business connections supplies us with many tutors, chaperones for field trips, and many other extra valuable services. We were selected as the Middle School Volunteer School of the Year because of our outstanding Parent Involvement and the many volunteers present at Aptos each day. Aptos offers a broad range of programs including GATE, SCE, Special Education, ESL/Bilingual, Project Succeed! and an integrated core curriculum for all of our students. Presently, we have three Computer Labs and are applying for the AB 1470 Educational Technology Grant. We have received a Grant to provide Heart Education and camping experiences for our sixth grade students. Recently we submitted a Parent Involvement Grant so that we can "reach out" to the parents/guardians of our students who are unable presently to be actively involved in our school and their young people's education. Our Boys' Baseball Team has won the City Championship for three consecutive years. We are very proud of our sports programs and our excellent Physical Education Department. Three of our PE teachers are Mentor Teachers for SFUSD. We have an awesome music program that is famous throughout the SFUSD. The staff and parents, together, work hard to make Aptos the best.

## Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. ACCESS provides us with a resource teacher who is working with our Language Arts and Social Studies teachers through in-services before, during and after school, to increase the writing skills of our students. We are committed to writing across the curriculum and to that end our teachers and students are encouraged to write daily in journals as well as do other writing assignments. We will be having at least two total school writing samples during this school year and staff members will be involved in the holistic scoring of these writing samples. Several of our teachers use Cooperative Learning in their classrooms as one of many of their teaching styles to meet the individual needs of all students. One of our Math teachers is a member of the State CAP Team for the new Mathematics Assessment Program. We have spent many hours of staff development developing our site shared decision making process as part of the second phase of Restructuring.

| | | | | | |
|---|---|---|---|---|---|
| Grade Span: | 6-8 | Student Enrollment: | 1,096 | LEP/NEP*: | 16.3% |
| Building (sq.ft.): | 150,115 | Average Daily Attendance: | 99.1% | Special Education: | 14.0% |
| Yr of Construction: | 1931/75 | Optional Enrollment Requests: | 12.0% | EDY**: | 51.5% |

431-11/1/91 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

This document is prepared in compliance with Proposition 98 and Ed. Code 33126

## Counseling and Student Support Services

The standard District counseling ratio at middle schools is 542 to 1. We have 2 grade counselors and 1 Head Counselor. Students in Special Education classes are served in a separate counseling center by their teacher-counselors. We have a Project Succeed! teacher who works with our "high risk" students and meets bi-monthly with their parents/guardians. We also have Project M Power which has funded a part-time counselor and Peer Resource Coordinator who works with some of our students in conflict management and peer tutoring projects. In addition, we have a speech therapist who is on campus three times per week. We have 10 Paraprofessionals through our SCE Program and many volunteers. We use the services of community services whenever possible.

*Objective 1a: Every counselor will meet with his or her counselees at least once every school year.* ☑

## Student Attendance and Dropout Rate

The District's 6-8 average attendance for 1990-91 was 97.7% and the dropout rate was 0.9%. At Aptos, attendance for the year was 99.1%, excused absences were 6.2%, unexcused absences were 0.9%. The in-class attendance rate was 94.4% and the dropout rate was 1.2%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. All of the special programs at Aptos put special emphasis upon improving our school attendance and reducing our dropout rates. We encourage all staff members to call parents/guardians on a regular basis because we believe that we, at Aptos, and the parents/guardians of our students are partners in the educational process.

*Objective 1e: 1990-91 in-class attendance will be increased over the 1989-90 level.* ☐

*Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.* ☐

## Teacher Assignment

Out of 3,103 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At Aptos every attempt is made to ensure that all teachers are teaching in their credentialed area. If this is not the case in a few, isolated situations, every effort is made to allow these teachers to attend in-services, workshops, and classes to address, remedy, and update the teacher in their specific curricular need.

## Class Size

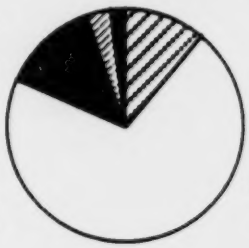
| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|---|---|---|---|---|
| English | 31.9 | 25 | 24.8 | 27.8 |
| Math | 31.9 | 30 | 27.6 | 26.3 |
| Science | 31.9 | 30 | 28.2 | 28.0 |
| Social Studies | 31.9 | 30 | 28.0 | 28.6 |

## Ethnic Diversity

Ethnic Distribution of the 1,096 Students

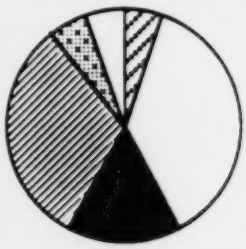
| | |
|---|---|
| Spanish Surname | 26% |
| Other White | 19.6% |
| Black | 25.6% |
| Chinese | 8.6% |
| Japanese | 0.8% |
| Korean | 2.4% |
| American Indian | 0.4% |
| Filipino | 7.8% |
| Other Non White | 8.1% |

Ethnic Distribution of the 54 Certificated Staff



| | |
|---|---|
| Spanish Surname | 11.1% |
| Other White | 70.3% |
| Black | 12.9% |
| Chinese | 3.7% |
| Japanese | 0.0% |
| Korean | 0.0% |
| American Indian | 1.8% |
| Filipino | 0.0% |
| Other Non White | 0.0% |

Ethnic Distribution of the 19 Classified Staff



| | |
|---|---|
| Spanish Surname | 5.2% |
| Other White | 36.8% |
| Black | 15.7% |
| Chinese | 31.5% |
| Japanese | 5.2% |
| Korean | 0.0% |
| American Indian | 0.0% |
| Filipino | 5.2% |
| Other Non White | 0.0% |

Spanish Surname · Other White · Black · Chinese · Japanese · Korean · American Indian · Filipino · Other Non White

*Objective 4a: When filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.* ☑

We, at Aptos, are committed to filling staff vacancies with competent and exemplary adults reflecting the ethnic makeup of our diverse student population. We are fortunate to have been able to hire, through our SCE Budget 10 Instructional Aides who definitely reflect the ethnic diversity of our school.

## Teacher Evaluation

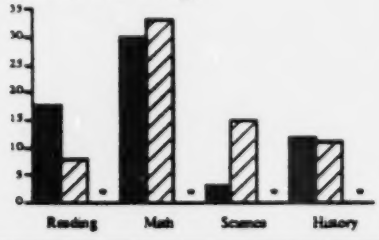
Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Aptos, 93 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: We have a tardy policy, discipline policy and detention policy at Aptos. We are committed to rewarding good behavior and discouraging negative student behavior. The entire staff, not just the counselors, are involved in school discipline.
*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.* ☐

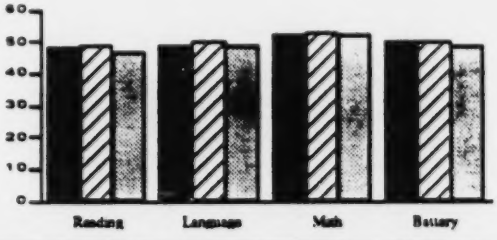
## Student Achievement

CAP Scores - 8th Grade
(Relative Ranking)




88-89
89-90
90-91

CTBS (Combined [K-5] Normal Curve Equivalents)




| LEP/NEP = 16.3% | Special Education = 14.0% | EDY = 51.5% | GATE & High Potential = 17.2% |
|---|---|---|---|

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

*Objective 1c: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.* * Not administered

*Objective 1d: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.* ☐

*Objective 1e: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.* ☑

## Quality of School Instruction and Leadership

We have a Student Council and each of our 38 Homerooms is represented at Student Leadership meetings by their Homeroom Representatives. These students take a leadership role in organizing student activities and provides all of our students with leadership training. If possible, we will write a Grant this school year to provide all of our students in leadership roles to spend a weekend camping and incorporate leadership training as a component of the weekend. Our Curriculum is designed to meet the needs of each individual student at Aptos. The staff meets in Common Planning periods each morning before the school day begins to dialogue and converse with one another in groupings according to various subjects.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON

| | * STATE | SFUSD |
|---|---|---|
| Beginning Teacher Salary | 25,131 | 25,715 |
| Mid-range Teacher Salary | 37,672 | 39,831 |
| Highest Teacher Salary | 46,240 | 44,960 |
| Principal's Average Salary | 61,700 | 59,843 |
| Superintendent Salary | 105,022 | 110,000 |

* Districts over 25,000 ADA

## Substitute Teachers

During the Spring of the 1990-91 school year, the Aptos teacher attendance rate was 95%. It is a real hardship when substitutes are unavailable, but the Principal, the Assistant Principal, Counselors and Teachers, on their preparation periods, will volunteer to cover classes when necessary.

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is $1.7 million. Currently the average cost of a textbook is $30. We should have textbooks for all of our students, but due to our increase in student population this year, the SFUSD has had to help us acquire more texts for these students. If too many textbooks are lost during this school year, we will have a shortage, so we encourage all of our students to take proper care of their books. We use our SCE budget, our SIP budget, and our LEP budget to buy extra supplementary materials to address the individual needs of all of our students. We also have subscriptions to up-to-date magazines that address issues that are relevant to our students now. We are hoping to acquire the technology to access computerized encyclopedias, reference materials, etc.

## School Facilities and Safety

***Current Conditions:***

In case of an emergency, we have a very large grassy area, owned by the S.F. Park and Recreation Department, which we now use at lunchtime, and where we could take our students and care for them, away from any danger, if the need arose. We are constantly working on a "graffitti-free" building inside and outside and thus far we are succeeding in keeping our building neat and clean.

***Planned Improvements:***

Our school is in need of a new paint job inside and outside. Many classroom windows need to be repaired as they do not open at the present time. We need acoustical tile in our hallways and in some conference rooms.

***Needed Improvements:***

Our lockers need repairing and replacing. We need a new sound system in our magnificent 1930's "art deco" Auditorium. We are seeking funds to purchase our "state of the art" IBM Computer Lab, loaned us by IBM. We also wish to "network" all of our classrooms so that we can have 6 to 8 computers in each classroom serving all of the curricular needs of our students.

*Objective 3b: The appearance of the school site will be improved* ☑

## Parent Involvement

We welcome and appreciate all parents and volunteer help at any time. We won the San Francisco Volunteer Award for Middle Schools this year because we have so many volunteers in our school. We encourage all of our parents/guardians to belong to the PTSA and we have monthly meetings and parent/guardian forums to discuss issues that are of concern to parents/guardians. Our monthly newsletter to all parents/guardians of our students is mailed via first class because we realize that our school is only as strong as the number of interested parents/guardians and volunteers that we have working with us and that are committed and concerned.

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.* ☑

***If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.***

***Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.***

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***Xin goi diên thoai cho nhà truòng dê biêt ngày huóng ddn và cát nghia vê tài liêu này bang tiêng Viêt.***

請打電話向學校詢問有關討論此文件之中文說明會。

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**San Francisco Unified School District**
**135 Van Ness Avenue**
**San Francisco, CA 94102**
**Attn: Aptos Middle School**

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# Woodrow Wilson High School

400 Mansell Street, San Francisco, CA 94134, Phone (415) 239-6200
**Ms. Jennie Horn, Principal**

## *1991-1992 School Accountability Report Card*

San Francisco Unified School District — Fall, 1991

## District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.
In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.
The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✔), the objecuve has been achieved. No mark at all indicates that the objecuve has not been achieved.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

## School Description

Woodrow Wilson High is a school of diversity made up of many different cultures and languages. This diversity is a strength in a global society that is becoming smaller and smaller. Wilson's Motto is "P.R.I.D.E." The school looks upon itself as a family of students and staff that work together for a common goal to make the students of today competent in the workforce of tomorrow and the world of the 21st century.

While many businesses have made changes over a period of time to keep old customers and attract new ones, education has not kept up with the changing needs of our students or that of the workforce. Wilson High has embarked on a restructuring program that will allow the school to assess first the needs and then to develop curriculum that will enhance Wilson students' chances of success in college and the work place. Programs like Step to College, Mission to College, and the Academy of Finance offer Wilson students opportunities to make transitions to future learning and to the workplace.

Wilson will be working to catch up with the "real" world and to be out in front as a leader in education. To paraphrase a motto of a leading business... Education that prepares our students for the next step in their lives and development IS OUR MOST IMPORTANT PRODUCT.

## Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. As part of our desire and need to restructure education, the Wilson family has created the Student Learning Council which consists of staff, parents, students, and representatives from the workplace community and postgraduate organizations. The Council provides leadership in the direction that Wilson will go in the years to come and sets its educational goals and objectives in the context of what is truly going to be expected in the community beyond high school. Staff has regular professional development and planning meetings that allow for the discussion of methods to improve the delivery of education to our students. Wilson has developed on-going partnerships with organizations such as the IRS, the Bank of Amenca, and UCSF to improve instruction. Programs that encourage teachers to develop a variety of instructional approaches for Wilson's diverse student populauon include TESA, HERALD, the Bay Area Writing Project, and the Mentor Teacher Project.

| | | | | | |
|---|---|---|---|---|---|
| Grade Span: | 9-12 | Student Enrollment: | 1,102 | LEP/NEP*: | 40.4% |
| Building (sq.ft.): | 230,600 | Average Daily Attendance: | 92.1% | Special Education: | 13.1% |
| Yr of Construction: | 1963 | Optional Enrollment Requests: | 3.7% | EDY**: | 87.1% |

884-11/1/91 by ICC

*LEP/NEP: Limited English Proficient or Non English Proficient
**EDY: Educationally Disadvantaged Youth

This document is prepared in compliance with Proposition 98 and Ed. Code 33126

## Counseling and Student Support Services

The standard District counseling ratio at high schools is 1151 to 1. Because of district wide cutbacks in counseling, Wilson has expanded and coordinated all pupil services. Four community resource staff members hired under Bilingual, Chapter I, and Consent Decree funds offer services such as conflict management, peer counseling, and home contacts. The Department of Integration has funded a half-time college counselor and two staff members to work with at risk and re-entry students. Wilson has a fully staffed career center from a three-year Carl D. Perkins grant. A fulltime staff member works actively on dropout prevention. In addition, there are counseling interns, community volunteers, resource teachers, instructional aides, and staff that care for Wilson students.

*Objective 1a: Every counselor will meet with his or her counselees at least once every school year.* ☑

## Teacher Assignment

Out of 3,103 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At Wilson all teachers are credentialed in the areas they are teaching.

## Student Attendance and Dropout Rate

The District's 9-12 average attendance for 1990-91 was 96.2% and the dropout rate was 7.0%. At Wilson, attendance for the year was 92.1%, excused absences were 3.2%, unexcused absences were 7.9%. The in-class attendance rate was 76.3% and the dropout rate was 1.9%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. In the most recent dropout report from the school district Wilson had the SECOND LOWEST dropout rate of any public high school in San Francisco. This fact is due to staff followup in finding out where students go and the reasons for transfers. Attendance and cutting classes is a problem that Wilson and many schools are facing.

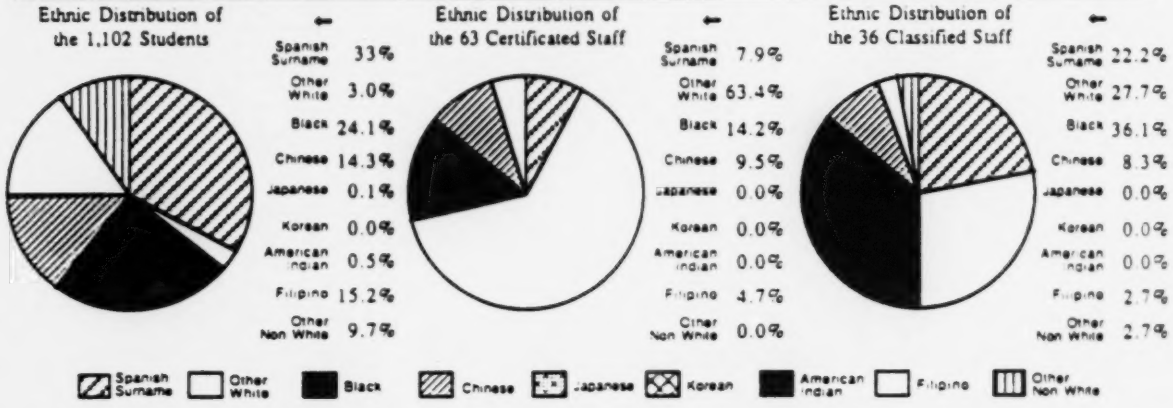
*Objective 1e: 1990-91 in-class attendance will be increased over the 1989-90 level.* ☐

*Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.* ☑

## Class Size

| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|---|---|---|---|---|
| English | 32.9 | 25 | 24.8 | 20.3 |
| Math | 32.9 | 30 | 27.6 | 25.5 |
| Science | 32.9 | 30 | 28.2 | 28.4 |
| Social Studies | 32.9 | 30 | 28.0 | 27.6 |

## Ethnic Diversity




*Objective 4a: When filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.* ☐

There is a commitment at Wilson to recruit an ethnically diverse staff to match the students' ethnic diversity. Recent recruitment efforts led to hiring credentialed teachers in the areas of bilingual education, English-as-a-Second Language, English, mathematics, Spanish, Academy of Finance, and science. Despite recent budgetary cutbacks, Wilson successfully retained the newly hired staff.

## Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

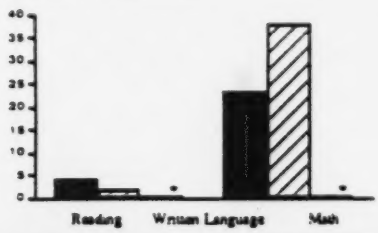
## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Wilson, 33 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: conflict management, peer counseling and peer resources, community liaisons and parent outreach, SB 65 Dropout.

*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.* ☑

## Student Achievement

CAP Scores - 12th Grade
(Relative Ranking)




88-89
89-90
90-91

CTBS (Combined [K-5] Normal Curve Equivalents)

| LEP/NEP = 40.4% | Special Education = 13.1% | EDY = 87.1% | GATE & High Potential = 2.9% |
|---|---|---|---|

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

*Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.* * Not administered

*Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.* ☐

*Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.* ☑

## Quality of School Instruction and Leadership

The quality of instruction is improving as we set forth our restructuring plans.The Student Learning Council provides leadership and direction for the school. At a recent conference held at Woodrow Wilson over 200 people from the educational and workplace communities met to discuss the need to work together towards the future for our students. Grants such as the High School Investment Grant and the Carl D. Perkins Grant have been applied for and received. The staff of Wilson is made up of many teachers in the district Mentor Teacher Program. The Wilson administrative staff adheres to a collaborative style and has demonstrated an active commitment to instructional leadership.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON

| | * STATE | SFUSD |
|---|---|---|
| Beginning Teacher Salary | 25,131 | 25,715 |
| Mid-range Teacher Salary | 37,672 | 39,831 |
| Highest Teacher Salary | 46,240 | 44,960 |
| Principal's Average Salary | 61,700 | 59,843 |
| Superintendent Salary | 105,022 | 110,000 |

* Districts over 25,000 ADA

## Substitute Teachers

During the Spring of the 1990-91 school year, the Wilson teacher attendance rate was 96%. When substitutes are not available, absences are covered by Wilson staff such as administrators, resource teachers, and other teachers during their preparation periods.

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is $1.7 million. Currently the average cost of a textbook is $30. In addition to the Wilson school budget and the State Instructional materials Fund, Wilson receives special funds to purchase supplementary instructional materials from a variety of sources: Consent Decree, GATE, Chapter I, EIA-LEP, and grants such as the San Francisco Education Fund and Chapter 2. Developing partnerships with the workplace community has provided additional resources and in-kind contributions. As an example, Bank of America has donated two IBM systems.

## School Facilities and Safety

***Current Conditions:***

The school has had the exterior of the campus buildings painted in 1990-91. A new roof was put in place during the summer of 1991. In addition, the interior hallways were newly painted during the summer.

***Planned Improvements:***

The playground areas and the courts will be resurfaced in 1991-92, and there are plans to renovate the science rooms.

***Needed Improvements:***

In order to have a career center, there is a need to locate an appropriate location in the school and equip the facility with appropriate equipment and materials.

*Objective 3b: The appearance of the school site will be improved* ☑

## Parent Involvement

The Wilson SAC/BAC is Wilson's major decision making and input group for the instructional programs. In addition, parents are included on the school's Student Learning Council. In 1991, parent involvement increased at SAC/BAC meetings, Back-To-School night, IEP meetings, SST meetings, and the 9th grade orientation in August. Parents are encouraged to visit the school, talk to staff, and give feedback to the administration.

*Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.* ☑

***If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.***

***Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.***

***Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa paggapaliwanag ng mga dukumentong ito sa Pilipino.***

***Xin goi dien thoai cho nhà truòng dê biêt ngày huóng dân và cát nghia vê tài liêu này bang tiêng Viêt.***

***請打電話向學校詢問有關文件的任何事宜或對之有疑問之處。***

**San Francisco Unified School District**
**135 Van Ness Avenue**
**San Francisco, CA 94102**
**Attn: Woodrow Wilson High School**

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5.3 **Reasoning and Developing Solutions.** One major task of school/site-based management teams is to develop options with related rationale and reasoning which may assist with increasing student achievement. Areas in which a school/site-based management team may be involved are as follows:

5.3.1 Reporting student performance.

5.3.2 Establishing of evaluation systems for personnel.

5.3.3 Establishing of goals for student learning.

5.3.4 Determining new technologies for instruction.

5.3.5 Determining curriculum content and/or appropriate skills for students of the 21st Century.

5.3.6 Determining appropriate innovations and/or inventions for increasing student academic achievement and success.

5.4 **Producing.** School/site-based management teams need to be involved at a production level which reflects the support of the governing board and various management levels needed to provide the appropriate instructional and curriculum standards for student academic achievement and success. Such production would envision the following:

5.4.1 Establishing vision, mission, goals, objectives, standards of achievement, priorities, policies, expectations, etc.

5.4.2 Developing models which provide desired behavior such as openness, reasonableness, valuing others, participation, team playing, etc.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE FIVE
# AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

5.4.3 Developing support systems through people via a positive climate, individual assistance, rewards, incentives, etc.

5.4.4 Identifying and capturing additional financial resources which may provide necessary human and material resources.

5.4.5 Developing both fiscal and educational audits which assist in determining the most effective use of both human and material resources.

5.4.6 Developing strategies for changing (when required) the current educational systems for improved designs which meet future mission, goals, and objectives for student achievement and success.

5.4.7 **Implementing** basic principles of "effective schools"; clear and focused vision; safe and orderly environment; high expectations for all students and staff; strong instructional leadership; monitoring student progress; positive home-school relations; effective teaching; and, community reports regarding levels of accomplishment of the school/site vision, mission, goals, objectives, and standards of achievement.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE FIVE
AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## - CORRELATE FIVE -
## AUTHORITY/DECENTRALIZATION OF RESPONSIBILITY
## SELF-ASSESSMENT

1. **The legal authority of the governing board has been clearly defined and communicated?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **The authority and responsibility of school/site-based management team members has been defined and communicated?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **School/site-based management team members have access to information for making quality decisions?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **School/site-based management team members effectively communicate on a two-way and multi-based network basis with all affected parties?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **Ethical and positive interpersonal practices are maintained?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. **Discretionary financial resources are provided to the local school/site-based management teams?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

7. **Staff development training has been provided to assist team members to operate functionally and productively?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

8. **Time has been scheduled for school/site-based management team members activities?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

9. **A high degree of confidence is exhibited management regarding the competence of school/site-based management team members?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

10. **Specific plans of action have been developed for implementing the required activities to accomplish the vision, mission, goals, objectives, and standards of achievement of the school/site?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

11. **Option management has been established in determining solutions for accomplishing the school/site vision, mission, goals, objectives, and standards of achievement?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

12. **School/site-based management teams have produced written documents regarding the school/site vision, mission, goals, objectives, standards of achievement, plans of action, financial resources, evaluation designs, and restructuring activities?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

13. **Team members demonstrate reasoning and developing solutions to the challenges or increasing student achievement and success?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

14. **Team members have access to all necessary information?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

15. **Team members have developed the expertise to develop, recommend, and implement a school/site budget?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

16. **Team members have identified and utilized the necessary time for school/site management team activities?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

17. **Team members have developed and implemented the school/site vision, mission, goals, objectives, and standards of achievement through plans of action?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

18. **Accountability, planning, and implementation process for plans of action have been accomplished?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

19. **Plans of action have been developed and implemented for each major school/site goal?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

20. **Implementation of the basic principles of "effective schools" have been accomplished?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

# A WORKING HANDBOOK
# FOR
# IMPLEMENTING THE EIGHT CORRELATES
# OF
# SCHOOL/SITE BASED MANAGEMENT©

## - CORRELATE SIX -
## DECISION-MAKING PROCESS

### 6.0 Decision-Making Process

**Implementing school/site-based management and decision-making is not a standardized process or structure.** Not everyone may agree on what a restructured system may look like. This disagreement is how it should be. If we believe in restructuring, then standardization of school/site-based management and decision-making process, no matter how enlightened, is counter productive to the process. Therefore, members of school/site-based management teams do not need or may not want to participate in all decisions made within the school or site. **Each school or site must decide which decisions should be participative and which should not by distinguishing among three levels of decision-making:**

6.1 The first level is called a **Consensus** decision. As implied, consensus decisions are made with full participation or with representative members of the decision-making school/site-based management team, staff, and/or community.

6.2 The second level is called a **Consultative** decision. A consultative decision is made by the leadership, but not before it has consulted with school/site-based management team members, staff, and/or community about how the decision may be made. This advice is used in making the decision.

6.3 The third level is called a **Command** decision. A command decision is made automatically by the leadership without any participation.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE SIX -
DECISION-MAKING PROCESS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

6.4 Prior to the school/site-based management teams deliberation on the areas for decision-making, a school principal and/or supervisor should first determine which areas of decisions will be **command** decisions. Only those areas of decision which the school principal or supervisor determines to be made through **consensus** or **consultative** should be discussed with the school/site-based management team. **Areas** which have been determined by the principal and/or supervisor which will be **command** should not be **discussed,** but communicated, to members of the school/site-based management team. The rational for this action is to ensure that appropriate parameters of decisions are made in order for each member of the team to feel that there will rarely, if ever, be a "veto" by the school principal or supervisor.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE SIX -
DECISION-MAKING PROCESS

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## - CORRELATE SIX -
## DECISION-MAKING PROCESS
## SELF-ASSESSMENT

1. **A decision-making process has been established?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **The majority of decisions made by a school/site-based management team are resolved by consensus?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**The majority of decisions made by a school/site-based management team are resolved as consultative?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**The majority of decisions made by a school/site-based management team are resolved by command?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **Specific areas of decisions have been established?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **The decisions of the school/site-based management team can be vetoed by the principal or supervisor?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

5. **The majority of school/site-based management team decisions are implemented without approval of central office or governing board?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

6. Additional statements regarding school/site-based management team decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

# A WORKING HANDBOOK
# FOR
# IMPLEMENTING THE EIGHT CORRELATES
# OF
# SCHOOL/SITE BASED MANAGEMENT©

## - CORRELATE SEVEN -
## MAPPING AREAS OF
## SCHOOL/SITE-BASED MANAGEMENT
## AND
## DECISION-MAKING

### 7.0 Mapping Areas of School/Site-Based Management and Decision-Making

Mapping areas of school/site-based management and decision-making is a "road-map" for everyone involved in the decision-making process of school/site-based management. Each school/site must be clear on its authority, responsibility and parameters in each area of decision-making.

All areas of **decision-making must be specific** through delineating the **area** of decision-making by providing a **mapping of its sub-areas of decisions.** The following is a sample of "mapping" a major decision area into its sub-areas of decisions:

**Mapping Area of School/Site Decision**

**Staffing Decisions** (Major Decision Area)

- Establishing new and continuing staff positions (sub-area decision)
- Interviewing new staff members (sub-area decision)
- Recommending new staff members (sub-area decision)
- Assigning staff (sub-area decision)
- Determining recognition rewards and honors for staff (sub-area decision)
- Evaluating staff (sub-area decision)

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE SEVEN -
# MAPPING AREAS OF
# SCHOOL/SITE-BASED MANAGEMENT
# AND
# DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

## 7.1 Framework of School/Site-Based Management and Decision-Making

Each school/site may be empowered to make decisions with appropriate authority, accountability, and responsibility for each **"major"** and **"sub"**-area within the following framework:

7.1.1 To recognize and observe governing board policy and administrative regulations.

7.1.2 To abide by County, State and Federal laws and regulations.

7.1.3 To operate within budget limits.

7.1.4 To promote ethical practices.

7.1.5 To ensure that decisions may only impact the local school or site.

7.2 Following is a list of **"major"** and **"sub"**-areas about which decisions may be made at the school and/or site. These areas, at one time, may have been centralized decisions and were made by administrators in central office. A district, through decentralization, may delegate decisions related to these areas to the local schools and sites. Decentralized major and sub-areas of decision-mapping worksheet of school/site-based management and decision-making may be utilized in determining the type of decision levels will be assigned through **Consensus, Consultative,** or **Command.**

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE SEVEN -
MAPPING AREAS OF
SCHOOL/SITE-BASED MANAGEMENT
AND
DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

# MAJOR MAPPING AREAS AND SUB-AREAS OF SCHOOL/SITE-BASED MANAGEMENT AND DECISION-MAKING

| MAJOR AND SUB-AREAS OF DECISIONS | DECISION-MAKING LEVELS Consensus | Consultative | Command |
|---|---|---|---|
| 7.2.1 **Community Report Card Decisions** | | | |
| > Developing format for community report card | | | |
| > Communicating to parents and community regarding student achievement and successes | | | |
| > Communicating with the media regarding student achievement and success | | | |
| > Reporting test and non-test data | | | |
| > Meeting the goals and objectives of student assessment plans | | | |
| 7.2.2 **Curriculum Decisions** | | | |
| > Determining program goals and objectives | | | |
| > Determining instructional activities and evaluation procedures | | | |
| > Evaluating curriculum and instructional effectiveness and efficiency | | | |
| > Determining textbook utilization and supplemental materials | | | |
| > Establishing and implementing curriculum alignment | | | |
| > Decisions about instructional models and strategies | | | |
| > Grouping and tracking decisions | | | |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE SEVEN -
# MAPPING AREAS OF
# SCHOOL/SITE-BASED MANAGEMENT
# AND
# DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

| MAJOR AND SUB-AREAS OF DECISIONS | DECISION-MAKING LEVELS Consensus | Consultative | Command |
|---|---|---|---|
| 7.2.3 **Facility Decisions** | | | |
| > Deciding classroom assignments | | | |
| > Maintenance decisions | | | |
| > Renovations and new construction | | | |
| 7.2.4 **Fiscal Decisions** | | | |
| > Determining annual school budget allocations | | | |
| > Making decisions about expenditures (see sample pages 7.0-5 and 6) | | | |
| > Aligning budget with goals and objectives | | | |
| > Making budget projections | | | |
| > Decentralization of contract employees budget allocations (see example pages 7.0-7 through 10) | | | |
| 7.2.5 **Strategic Planning Decisions** | | | |
| > Mission | | | |
| > Goals | | | |
| > Objectives | | | |
| > Standards of Measurement | | | |
| 7.2.5 **Public Relations Decisions** | | | |
| > Setting themes about information to be shared | | | |
| > Communicating with parents, patrons, and community | | | |
| 7.2.6 **School/Site Team Structure Decisions** | | | |
| > Purpose Statement | | | |
| > Membership | | | |
| > Agendas | | | |
| > Minutes | | | |
| > Decision-making process | | | |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE SEVEN -
# MAPPING AREAS OF
# SCHOOL/SITE-BASED MANAGEMENT
# AND
# DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

**PRELIMINARY 1992-1993**
**UNIT LEVEL BUDGET ALLOCATION**
**BASED UPON 100TH DAY ADM**

**100th Day ADM = 855**

| Fund | Object | Name | | Allocation |
|---|---|---|---|---|
| 001 | 5200 | Computer Technician, Categorical | | $ 11,400.00 |
| 001 | 5231 | Aides, Fund 001 Non-categorical* | | 26,002.00 |
| 002 | 5231 | Aides, Fund 002 Non-categorical* | | 48,729.00 |
| 002 | 5231 | Aides, Categorical | | |
| | 5231 | EMH (CC 28) | | 17,310.00 |
| | | Total Aide/Computer Technician Allocation | | $ 103,441.00 |
| 004 | 5268 | Crossing Guards(Categorical) | | $ 14,158.00 |

*Non-categorical aide funds cover: Bilingual, Cross-Categorical, ESL, Library, Nurse, Office, Physical Education, and Supervision.

| | | | Computation Formula | |
|---|---|---|---|---|
| | | | 855 X $30.00 | $ 25,650.00 |
| 001 | 5408 | Subscriptions | | |
| | 5410 | General Supplies | | |
| | 5412 | Copier Paper | | |
| | 5415 | Forms | | |
| | 5530 | Postage | | |
| | 5710 | Travel | | |
| | 5711 | Mileage | | |
| | 5733 | Outside Printing | | |
| | 5739 | Purchased Services | | |
| | 5747 | Data Processing Supplies | | |
| | 5792 | Dues | | |
| | 5793 | External Workshop | | |
| 002 | 5408 | Subscriptions | | |
| | 5410 | General Supplies | | |
| | 5412 | Copier Paper | | |
| | 5415 | Forms | | |
| | 5530 | Postage | | |
| | 5711 | Mileage | | |
| | 5733 | Outside Printing | | |
| | 5739 | Purchased Services | | |
| | 5747 | Data Processing Supplies | | |
| | 5792 | Dues | | |
| | 5793 | External Workshop | | |
| 001 | 5413 | Dist. Print Shop(Categorical) | 855 X $2.00 | $ 1,710.00 |
| 001 | 5416 | Custodial Supplies(Categorical) | 855 X $5.00 | 4,275.00 |
| | | **Funds 001, 002, and 004 Subtotal** | | **$149,234.00** |

| Fund | Object | Name | Computation Formula | Allocation |
|---|---|---|---|---|
| 410 | 5830 | Hi-Tech Funding, Categorical | 855 X $8.00 | $ 6,840.00 |
| | | | 855 X $12.00 | 10,260.00 |
| 410 | 5830 | Furniture & Equipment | | |
| | 5832 | AV Equipment | | |
| | 5850 | Library Books,Dictionaries, and Encyclopedias | | |
| | 5871 | Kits | | |
| 410 | 5779 | Copier (Categorical) | 855 X $24.00 | 20,520.00 |
| | 5860 | Textbooks & Workbooks (Categorical) | 855 X $58.00 | 49,590.00 |
| | | **Fund 410 Subtotal** | | **$ 87,210.00** |
| 009 | 5100 | Certified Salaries -- K-3 | 520 X $333.00 | $173,160.00 |
| | 5200 | Classified Salaries | | |
| | 5300 | Benefits | | |
| | 5400 | Supplies | | |
| | 5700 | Purchased Services | | |
| | 5800 | Equipment | | |
| | | **Fund 009 Subtotal** | | **$173,160.00** |
| **Total Budget Allocation** | | | | **$409,604.00** |

(LLBGWorkE)
JSS:dvg
02/18/92
Revised: 02/25/92

## DECENTRALIZATION OF CONTRACT EMPLOYEES BUDGET ALLOCATIONS

GOAL: Decentralize and allocate funding and staffing of all contract certified and classified positions to the school/site level.

OPERATING PROCEDURES:

1. Funding allocations for all contract employees will be computed on the previous year staff allocations.

2. Full Time Equivalent (FTE) staffing for all contract employees will be allocated on the projected student enrollment for the ensuing school year. Staffing ratios will be authorized pursuant to governing board policy, and unless waived, must be followed.

3. Salary increases for all employees will be added to each school/site staffing budget allocation.

4. Changes in staffing assignments, within a school/site, must be absorbed in each school/site.

5. Each school/site will compute its "average" salary for both certified and classified staff which determines the amount the district will allocate for additional staff as a result of increased enrollment. Additional classified budget allocations for each new position will be funded by the district at the appropriate pay grade for the given job classification.

6. Each school/site will be accountable for employing all staff pursuant to Governing Board policy, unless waived, and within its annual staffing budget. The exceptions will be as follows:

   6.1 Involuntary transfers. In the event an unassigned contract employee is transferred to a school/site at a salary higher than the school/site average salary the district will allocate the difference to the school/site budget. If the salary of the transferee is less than the school/site average, the balance will remain at the school/site.

The following example of Decentralization of Contract Employee Budget Allocations illustrates the computation of certified and classified total contract budget allocations and average salary for hiring of new staff.

## DECENTRALIZATION OF CONTRACT EMPLOYEE BUDGET ALLOCATIONS

CERTIFIED STAFFING

| LINE # | COURSE | EMPLOYEE NUMBER | 91/92 EMPLOYEE | 91/92 BUDGET | 91/92 FTE | 91/92 FTE |
|---|---|---|---|---|---|---|
| 1 | 81 | | | $29,542 | 1.00 | |
| 2 | 81 | | | 44,321 | 1.00 | |
| 3 | 81 | | | 22,179 | 1.00 | 3.0 |
| 4 | 01 | | | 22,179 | 1.00 | |
| 5 | 01 | | | 30,396 | 1.00 | |
| 6 | 01 | | | 30,613 | 1.00 | |
| 7 | 01 | | | 29,542 | 1.00 | |
| 8 | 01 | | | 29,542 | 1.00 | |
| 9 | 01 | | | 31,786 | 1.00 | 6.0 |
| 10 | 02 | | | 28,152 | 1.00 | |
| 11 | 02 | | | 31,462 | 1.00 | |
| 12 | 02 | | | 26,329 | 1.00 | |
| 13 | 02 | | | 38,530 | 1.00 | |
| 14 | 02 | | | 24,107 | 1.00 | |
| 15 | 02 | | | 24,107 | 1.00 | 6.0 |
| 16 | 03 | | | 40,886 | 1.00 | |
| 17 | 03 | | | 38,749 | 1.00 | |
| 18 | 03 | | | 24,107 | 1.00 | |
| 19 | 03 | | | 29,542 | 1.00 | |
| 20 | 03 | | | 25,258 | 1.00 | 5.0 |
| 21 | 04 | | | 37,893 | 1.00 | |
| 22 | 04 | | | 37,893 | 1.00 | |
| 23 | 04 | | | 27,188 | 1.00 | |
| 24 | 04 | | | 24,107 | 1.00 | |
| 25 | 04 | | | 30,396 | 1.00 | 5.0 |
| 26 | 05 | | | 38,530 | 1.00 | |
| 27 | 05 | | | 31,684 | 1.00 | |
| 28 | 05 | | | 23,143 | 1.00 | 3.0 |
| 29 | 06 | | | 21,965 | 1.00 | |
| 30 | 06 | | | 27,188 | 1.00 | |
| 31 | 06 | | | 25,260 | 1.00 | 3.0 |
| | | | | $926,576 | 31.00 | 31.0 |

CERTIFIED STAFFING

| LINE # | COURSE | EMPLOYEE NUMBER | 91/92 EMPLOYEE | 91/92 STATUS | 91/92 FTE |
|---|---|---|---|---|---|
| 32 | 10 | | | $21,750 | 0.80 |
| 33 | 21 | | | 44,321 | 1.00 |
| 34 | 21 | | | 34,142 | 1.00 |
| 35 | 21 | | | 13,018 | 0.50 |
| 36 | 28 | | | 37,039 | 1.00 |
| 37 | 28 | | | 24,464 | 1.00 |
| 38 | 30 | | | 23,224 | 0.70 |
| 39 | 37 | | | 8,156 | 0.30 |
| 40 | 41 | | | 30,396 | 1.00 |
| 41 | 50 | | | 26,035 | 1.00 |
| 42 | 50 | | | 22,179 | 1.00 |
| 43 | 51 | | | 29,829 | 1.00 |
| 44 | 53 | | | 44,321 | 1.00 |
| 45 | 61 | | | 23,460 | 0.80 |
| 46 | 71 | | | 27,188 | 1.00 |
| 47 | 71 | | | 11,297 | 0.40 |
| | | SUB-TOTAL | | $420,819 | 13.50 |
| TOTAL CERTIFIED - FUNDS 001/002 | | | | $1,347,395 | 44.50 |
| TOTAL AVERAGE SALARY | | | | $30,279 | |

K-3 FUNDING FUND 09

| LINE # | COURSE | EMPLOYEE NUMBER | 91/92 EMPLOYEE | 91/92 BUDGET | 91/92 FTE |
|---|---|---|---|---|---|
| 48 | 57 | | | $9,953 | 0.30 |
| 49 | 01 | | | 24,107 | 1.00 |
| 50 | 02 | | | 26,329 | 1.00 |
| | | SUB-TOTAL | | $60,446 | 2.30 |
| | | AVERAGE | | $26,281 | |

CLASSIFIED STAFFING

| LINE # | COURSE | EMPLOYEE NUMBER | 89/90 EMPLOYEE | 90/91 BUDGET | 90/91 FTE |
|---|---|---|---|---|---|
| 1 | 48 | | | $23,157 | 1.00 |
| 2 | 51 | | | 16,699 | 1.00 |
| 3 | 51 | | | 20,196 | 1.00 |
| 4 | 75 | | | 22,422 | 1.00 |
| 5 | 75 | | | ——— | 1.00 |
| 6 | 75 | | | ——— | 1.00 |
| 7 | 75 | | | ——— | 1.00 |
| 8 | 51 | | | 12,054 | 0.50 |
| | TOTAL | | | $82,475 | 7.50 |
| | | ADJUSTED AVERAGE (4.5 ASSIGNED STAFF) | | $18,328 | |

(STAFFALLOC)
2/26/92

| MAJOR AND SUB-AREAS OF DECISIONS | DECISION-MAKING LEVELS Consensus | Consultative | Command |
|---|---|---|---|
| 7.2.7 **Staffing Decisions** | | | |
| > Establishing new and continuing staff positions | | | |
| > Interviewing new staff members | | | |
| > Recommending new staff members | | | |
| > Assigning staff | | | |
| > Determining recognition, rewards, and honors for staff | | | |
| > Evaluating staff | | | |
| 7.2.8 **Staff Development Decisions** | | | |
| > Developing staff development plan | | | |
| > Selecting consultants and instructors | | | |
| > Setting peer coaching standards and procedures | | | |
| > Determining staff development needs | | | |
| > Evaluating staff development activities | | | |
| > Developing and implementing staff development budget | | | |
| > Developing staff inservice programs | | | |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE SEVEN -
# MAPPING AREAS OF
# SCHOOL/SITE-BASED MANAGEMENT
# AND
# DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

| MAJOR AND SUB-AREAS OF DECISIONS | DECISION-MAKING LEVELS Consensus | Consultative | Command |
|---|---|---|---|
| 7.2.9 **Student Decisions** | | | |
| > Placement of students into classes | | | |
| > Setting expectations and goals for student achievement and success | | | |
| > Setting discipline rules and consequences | | | |
| > Co-curricular activities | | | |
| > Determining student awards and recognition | | | |
| 7.2.10 **Student Achievement Decisions** | | | |
| > Analyzing test scores | | | |
| > Determining student achievement and goals | | | |
| > Monitoring student achievement | | | |
| 7.2.11 **Tactical Planning Decisions** | | | |
| > Activities | | | |
| > Responsibilities | | | |
| > Budget | | | |
| > Evaluation | | | |
| 7.2.12 **Time Decisions** | | | |
| > Setting daily schedules | | | |
| > Determining starting and end of school day | | | |
| > Determining time for staff development design teams | | | |
| **Other** | | | |

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE SEVEN -
# MAPPING AREAS OF
# SCHOOL/SITE-BASED MANAGEMENT
# AND
# DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

- CORRELATE SEVEN -

MAPPING AREAS OF SCHOOL/SITE BASED MANAGEMENT
AND DECISION-MAKING
SELF-ASSESSMENT

1. **Areas of decision-making have been decentralized to the local school/site?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **Framework of school/site-based management decision-making has been clearly defined and communicated?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **School/site-based management teams have determined the decision-making process through consensus, consultative, or command?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

a. Faculty decisions? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

b. Staffing decisions? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

c. Time decisions? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

d. Student decisions? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

e. Strategic planning decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

f. Tactical planning decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

g. Fiscal decision? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

h. Curriculum decisions? __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

i. Student achievement decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

j. Staff development decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

k. Public relations decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

l. Community Report Card decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

**Major and sub-areas of decision mapping have been decentralized to the local school/site are as follows:**

m. School/site team structure decisions?

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____

2. _____

Actions we could take:

1. _____

2. _____

A WORKING HANDBOOK
FOR
IMPLEMENTING THE EIGHT CORRELATES
OF
SCHOOL/SITE-BASED MANAGEMENT©

- CORRELATE EIGHT -
SCHOOL/SITE-BASED
EVALUATION AND REFINEMENT

## 8.0 School/Site-Based Evaluation and Refinement

It is important that **both formative and summative self-assessments and evaluations** be conducted in each of the eight (8) Correlates for implementing school/site-based management©.

As a result of completing the **"self-assessment,"** which follows each correlate, the decision-maker and/or school/site-based management team members can gain excellent insight as to the status of the school, site, and/or district's decentralized management systems.

The following is a summary:

8.1 An **annual formative and summative evaluation** of the school/site-based management system should be conducted.

8.2 Parents, patrons, business and community representatives, students (when appropriate), administrators, teachers, and classified personnel should be involved in evaluation of the school/site-based management system.

8.3 **Informal ongoing evaluation** of the school/site-based management system should occur and concerns must be addressed at the local school/site level.

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

# - CORRELATE EIGHT -
# SCHOOL/SITE-BASED
# EVALUATION AND REFINEMENT

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

8.4 Each school/site-based management team should **monitor its guidelines and processes.**

8.5 **Recommended refinements** to the school/site-based management teams, central office, and governing board should be made for **improving the process.**

A WORKING HANDBOOK
NOTES - QUESTIONS - ACTION
FOR IMPLEMENTING

- CORRELATE SEVEN -
MAPPING AREAS OF
SCHOOL/SITE-BASED MANAGEMENT
AND
DECISION-MAKING

NOTES:

QUESTIONS TO BE ASKED:

1.

2.

3.

ACTION TO BE TAKEN

1.

2.

3.

- CORRELATE EIGHT -

SCHOOL/SITE BASED EVALUATION AND REFINEMENT

SELF-ASSESSMENT

1. **A formal evaluation of school/site-based management has been conducted?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

2. **Informal and ongoing evaluations of school/site-based management systems are conducted?** __ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

3. **Annual recommendations are made to school/site-based management teams, central office administrators, and governing board?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____
2. _____

Actions we could take:

1. _____
2. _____

4. **Recommended refinements to the school/site-based management teams, central office, and governing board are provided annually?**

__ Yes __ Sort of __ No

Additional self-assessment statements:

1. _____

2. _____

Actions we could take:

1. _____

2. _____